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AN ADVENTURE IN RELIGIOUS EDUCATION

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AN ADVENTURE IN RELIGIOUS EDUCATION

THE STORY OF A DECADE OF EXPERIMENTATION
IN THE COLLEGIATE AND PROFESSIONAL TRAINING
OF CHRISTIAN WORKERS

by

WALTER SCOTT ATHEARN
DEAN OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS
EDUCATION AND SOCIAL SERVICE

1918-1929

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PRINTED IN U. S. A.

This report is affectionately dedicated to the memory of my wife

FLORENCE ROYALTY ATHEARN

without whose inspiration, wise counsel, and sacrificial devotion to a great cause the record set forth in this volume could not have been written.

PREFACE

This volume contains the decennial report of the dean of Boston University School of Religious Education and Social Service. It was submitted to the president and trustees of Boston University in two typewritten reports, one of 300 pages dealing with finances and undergraduate problems, presented January 23, 1929; and the other of 129 pages, presented August 1, 1929. The combined bulk of these two typewritten manuscripts rendered the report too unwieldy for convenient use and too expensive for general circulation among trustees, faculty, and interested educational leaders whose critical study of the report will be of value to the university. It has, therefore, seemed wise to combine the two sections of the original report in a single printed volume. The union of the two sections of the original report has necessitated a slight rearrangement of material in the various chapters. Some minor typographical and clerical errors in the report have been corrected in the present volume.

Two purposes guided the author in the preparation of this report: one was to inform the officials of a particular institution regarding the work of one of its departments; the other was to preserve the results of a decade of educational experimentation in the cultural and professional training of Christian leaders, for the guidance of educational administrators throughout the nation who are dealing with kindred problems. The first purpose was accomplished by the typewritten reports; it is hoped that the second purpose will be furthered by the printed volume.

This report has been prepared and published wholly without cost to the trustees of Boston University. It is presented to the educational public as a contribution to the growing body of experience in the field of religious education.

WALTER S. ATHEARN.

Malden, Massachusetts,
August 15, 1929.

THE THREE MAJOR PROBLEMS IN RELIGIOUS EDUCATION

1. The interpretation of the curricula and objectives of religious education in terms of personalistic idealism.
2. The organization of religious education in harmony with the democratic ideals that are accepted for the general life of the community, the State, and the nation.
3. The securing for religious education of the scholarly and research advantages offered to other fields of learning and service by the modern university and the great professional and technical schools.

(See also "Guiding Principles," pp. 35–36.)

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INTRODUCTION

CHAPTER I

Introduction

I THE PROBLEM

This volume records an effort to introduce cultural and professional training for Christian workers into a municipal university which was founded by Christian men and women as a non-tax supported institution.

The nation is dotted with universities which have been founded by religious denominations in the hearts of great cities with the avowed purpose of bringing Christian training to the youth of these municipalities. They represent an investment of millions of dollars raised from churchmen for a specific religious purpose. This money has produced educational centers in which religion is given meager recognition. It can be taken as a general rule that, whenever a religious denomination undertakes to operate a university which attempts to make unnecessary the building of a tax-supported university in a city, the ideals and standards of the institution are very apt to be determined by its municipal patronage rather than by the ideals of its founders. This is especially true when the major portion of the annual budget is secured from student tuition fees. Church money is building towers to science and leaving undone the religious service for which it was intended by its donors. In many church colleges a student must forfeit his bachelor of arts degree if he insists upon studying the Bible and religion seriously in his undergraduate years, on the ground that these subjects have no cultural value, and are, therefore, unworthy of academic credit.

There is a widespread and rapidly growing feeling in religious circles that church-supported educational institutions must make a more adequate contribution to the religious culture of their students, or cease to solicit support from church constituencies.[1]

For a decade, a city university, accredited to a major Protestant denomination, has been seriously engaged in the solution of many problems of curriculum construction and academic administration which are involved when religion is recognized as a major academic discipline, fully worthy of credit toward cultural and professional degrees. In discussing the activities of a single university, the following pages reveal with startling clearness an academic condition which is nation-wide in scope and interest.

II LETTER OF TRANSMITTAL

The following letter to the president and trustees of Boston University, dated January 23, 1929, accompanied the manuscript of the first and major section of the dean's decennial report. This letter briefly outlines the scope and chief objectives of the report.

"Gentlemen:

"The first decade in the history of Boston University School of Religious Education and Social Service has ended. It has been a decade of creative experimentation in the cultural and professional education of Christian leaders. The school was born in the midst of a great world war. The aftermath of that war has been a period of political, economic, social, religious, and educational reconstruction. The future of civilization is even now a matter of grave concern to thoughtful and serious minds of many nations.

"It is clearly the duty of those who would direct the future of an institution dedicated to the moral and spiritual welfare of humanity to pause for a time at the opening of the second decade of its history (1) to analyze critically its own methods, and to evaluate its own achievements; (2) to study the currents of world movements, especially as they apply

[1] See editorial, "Denominations and the City University," in *Christian Century*, March 14, 1929, pp. 351–353.

to the social, moral, and religious interests of mankind; and (3) to ascertain the trends in elementary, secondary, collegiate and vocational education in this and other lands. From such a background it will be possible to chart a program of educational service for the future which will enable the school to play a conspicuous part in moral and spiritual leadership at a most critical period in world history.

"In the following pages the Dean of this school reports to the President and Trustees of Boston University the results of his stewardship for the past decade; the findings of a critical enquiry into world conditions; the educational trends of the present day, and presents constructive recommendations for the development of this school in the immediate future.

"Respectfully submitted,

WALTER S. ATHEARN,

Dean."

III SUMMARY OF FACULTY REPORT

The dean's decennial report was presented to the faculty and officers of administration of Boston University School of Religious Education and Social Service on January 23, 1929. A faculty committee was appointed to study the report critically and report its findings to the faculty and administrative staff. The faculty and administrative officers found themselves unanimous in approval of the report of their special committee. Their report, adopted February 11, 1929, was submitted to the president and trustees of the university on February 18, 1929, accompanied by the following letter of transmittal in which their report is summarized:

"To the President and Trustees of Boston University,
Boston, Mass.

"Dear Sirs:

"As members of the faculty and administrative staff of the School of Religious Education and Social Service of Boston University, we wish to record our group judgment relative to the merits of the Decennial Report of Dean Walter S. Athearn, and to indicate, on the basis of our first-hand experience, our

reasoned conclusions regarding some of the recommendations contained therein bearing vitally upon the present situation in which this School finds itself.

"Therefore, pursuant to the unanimous agreement of this faculty and administrative staff, we are enclosing herewith a copy of our findings, and in this covering letter we wish to state in a briefer form our most important convictions and conclusions, as follows:

"WE BELIEVE

"(1) that in his Decennial Report Dean Walter S. Athearn has employed the most recent and scientific procedures and techniques in collecting and interpreting his data.

"(2) that the conclusions reached by the use of these techniques and procedures are valid.

"(3) that the present plan of organization for religious education in Boston University is both academically and pedagogically sound.

"(4) that the entrance and degree requirements of this School are in harmony with and fully equal to those of the standard colleges throughout this country.

"(5) that the combination of vocational training and liberal culture in the college curriculum is a widely accepted policy in standard liberal arts colleges.

"(6) that an undergraduate prevocational major in religious education is in harmony with the foregoing policy.

"(7) that this School is justified in requesting the Trustees to authorize the granting to those who have completed the undergraduate course of study the standard recognized academic degrees, as recommended in the attached report.

"(8) that a distinct graduate professional school is as essential to the progress and standardization of religious education as are the schools of theology, medicine and law to their respective professions.

"(9) that the Isolated College as defined in Dean Athearn's report provides the best solution of the problem of integrating cultural and vocational education for undergraduate college students.

"(10) that the task of adequately financing this School belongs primarily not to the dean, faculty and students, but to the Board of Trustees of the University.

"(11) that the sources of income for the operating budget of this School should be supplemented at a very early date by a permanent endowment fund of at least two million dollars, as recommended in Dean Athearn's report.

"(12) that the graduate offerings of this School should be strengthened at several points at once in order to hold the academic leadership in the field of religious education which we have already won among the universities of this country.

"Respectfully submitted,

Whittier L. Hanson, Chairman
Charles A. Coburn
Neilson C. Hannay
Earl Marlatt
A. F. Reimer
Frank W. Clelland, Ex officio
Committee of the Faculty."

IV TEXT OF THE FACULTY'S REPORT ON THE DEAN'S DECENNIAL REPORT[2]

"To the Members of the Faculty
of Boston University School of Religious
Education and Social Service
Boston, Massachusetts

"We, the undersigned members of your special committee appointed to study the Decennial Report of Dean Walter S. Athearn, after a critical examination of the report, submit the following statements for your approval: first, a general statement endorsing the major conclusions and recommendations of the report; and second, a detailed list of the significant findings supporting these conclusions and recommendations.

"GENERAL STATEMENT

"(1) We commend most strongly the scientific procedures and techniques utilized by Dean Athearn in the assembling, organization and interpretation of the vast amount of pertinent and much previously unpublished data presented in this report. We regard this report as epoch-making, not only in

[2] This report covers that section of the dean's decennial report (300 typewritten pages) which was submitted to the president and trustees on January 23, 1929.

the features enumerated above but in the solution of the problems which it discusses.

"(2) The detailed analyses of the trends in college and university education in all sections of the nation, especially those dealing (*a*) with the requirements for entrance and graduation, and (*b*) with the isolated college idea—which for some time has attracted the serious study and resulted in a partial adoption by such institutions as University of Wisconsin, Yale University, Harvard College, and Brown University, are especially worthy of commendation. We most heartily approve the suggestion and the request of Dean Athearn that the Trustees of the University authorize the granting to graduates of this School at the close of the next academic year at least the three following degrees of the four recommended: Bachelor of Arts in Religious Education, Bachelor of Arts in Fine Arts, and Bachelor of Arts in Social Science, in conformity with the conditions presented in the report. On the face of the evidence assembled in the Decennial Report and referred to specifically in the detailed statement of this committee report, we regard the logic of these conclusions to be unassailable.

"(3) Examination of the data and conclusions presented in that section of the report dealing with educational finance forces us to accept the conclusions of Dean Athearn that immediate and substantial financial relief is essential to maintenance of academic standards of this institution, and consequently the academic self-respect of the educational staff. Supporting these statistical findings is our own intimate knowledge of the deficiencies of the educational plant, and of the heavy teaching load borne by the majority of the faculty.

"DETAILED STATEMENT SUPPORTING GENERAL STATEMENT NO. (1)

"TECHNIQUES AND PROCEDURES USED. In support of the first conclusion of the General Statement we call your attention to the character and recency of the source materials

embodied in this report and listed in the bibliography. Furthermore the techniques and procedures used in this report are those employed by the leading experts in the administration of higher education from the Federal Bureau of Education at Washington, and the great educational foundations. Evidence of these contentions are to be found on pages 56, 60, 61, 77, 78, 93, 99, 101, 105, 137, 138, 164, 165–171, 175–178, 283–286, 287–293. It should be especially noted that much of the material has been secured through the staff of the Bureau of Education from as yet unpublished reports.

"SUPPORTING GENERAL STATEMENT NO. (2)

"TRENDS IN COLLEGE AND UNIVERSITY EDUCATION (PAGE 125); THE UNDERGRADUATE SCHOOL (IX–1); THE ACADEMIC TASK DEFINED (IX–2). (1) In order to evaluate properly the findings and recommendations of Dean Athearn's report in the items covered in section 2 of the general statement, it is absolutely necessary to bear in mind the discussion of the Program and Guiding Principles of this School as given on pages 13–17. We approve and support the present plan of organization for religious education in Boston University.

"(2) In the exposition and the defense of the principles and plans of organization of this School, the report (pages 125, paragraph 1, and 129, paragraph 3, with the subsequent discussion of the four major problems, pages 130–138) gives the major factors involved. Of the four main problems discussed, the third (pages 131–133) seems to constitute the major one for higher education, especially in New England. The case for a combination of *vocational training* and *liberal culture* in the college curriculum has been convincingly argued.

"The fourth problem (pages 134–135) we firmly believe, so far as religion is concerned, needs emphasis in Boston University. This principle of undergraduate prevocational majors has already been accepted for medicine and law; we believe that the same principle should be applied to religious education.

"An Interpretation of the Current Academic Standards and Practices of Boston University School of Religious Education and Social Service (X). In order to appreciate the principles and methods used in determining (1) the entrance requirements and (2) the requirements for baccalaureate degrees offered by this school and the academic soundness of those conclusions adopted in 1922, a careful comparison should be made between the early study (pages 139–158) and that recently made at the end of the first decade (pages 159–233). Special attention is called to the summary and conclusion on pages 157, 158, 246, and 247, from which the following quotations are made:

" 'This rather minute and explanatory defence of each item in our entrance and baccalaureate degree requirements is prepared for the information of Trustees, faculty and students. It should be made very clear to everybody concerned that our Bachelor's degrees are in all essential respects equal, academically and culturally, to the A.B., B.S., and B.Ed. degrees of the leading colleges and universities in America.' (Page 157)

" 'A careful study of the median trends in entrance and graduation requirements as set forth in the foregoing studies reveals the fact that in every subject the trend of the decade has justified the standards established by this School in 1918, and the School finds itself at the present time fully abreast of progressive practice. Through the years the administration has jealously guarded approved collegiate standards. In doing so with limited financial support, it has been necessary at times to reduce the elective offerings to the very minimum. At the present time there is imperative need for funds to enrich the elective offerings in nearly all of our departments. The discussion of the financial problems in an earlier section of this report has a direct bearing on the strengthening of the academic program.' (Pages 246, 247)

"The Survey of 1928 (XI). (1) *Introduction.*

" 'The inauguration of the educational program of this School in 1918 was preceded by a very careful survey of the social, religious and educational conditions of that period in order that the new school could make a significant contribution to the needs of the times. After a decade of active service the leadership of this School has felt it to be wise to make another critical survey of the trends of educational, religious, social and political development; to analyze its own methods, curricula, administrative policies, and the character of student output for the decade; and to plan for such changes in the present life and policy of this School as may be found wise in the light of the facts revealed by the survey. Such

a survey has been made. The following pages will seek to record some of the results of the investigation and to formulate recommendations on the basis of the facts revealed by this survey.' (Page 159)

"(2) The survey of the religious education movement past and present (pages 124–129 and 160–171) calls for very special attention. The facts reviewed in this survey we firmly believe to be of the greatest significance for the future of Boston University's leadership in this movement.

"'During the years 1917–19 when this School was being founded there were 657 advanced degrees granted in Education by 45 institutions. . . . Eighteen theses were in Religious Education and none in Moral Education. Fifteen of the 18 degrees were granted by Boston University. During the years 1925–27, there were 2,999 advanced degrees granted in Education by 96 institutions. . . . Of the total 115 advanced degrees granted during these two years with theses in the fields of moral and religious education, 61 were granted by Boston University.' (Page 162)

"(3) The survey of the *Growth of Public Education* (pages 171–175) we believe contains very significant data and observations. Every friend of higher education in Massachusetts and in New England ought to be aroused to action by the facts presented on pages 174 and 175.

"Significant Trends in College Education (Pages 152–155). The report shows the progressive movement in college education, as follows:

"(*a*) The Junior College movement—first two years in college linked with the high school;

"(*b*) The Senior College (Junior and Senior classes) with its prevocational and vocational majors linked with the graduate professional schools;

"(*c*) This School has organized its undergraduate curricula so that these features are recognized as sound academic procedures.

"Academic Requirements for Entrance and Graduation Now (1928) (cf. X, Pages 139–158). This report gives (pages 179–182) the authorities studied in evaluating the admission and graduation requirements of this school.

'This section of this report will include a record of significant facts which indicate current academic tendencies and a comparison with the record of ten years in order to show deviations, if any, which should have the consideration of the faculty of this school.' (Page 184)

"For convincing evidence of the soundness of our academic requirements, as well as the prophetic wisdom of those who first determined them, we wish to cite especially:

"(*a*) Social Science (pages 228–240). The summarizing paragraph on pages 228 and 240 and all of page 232 should be a convincing argument;

"(*b*) Religion and the Bible (pages 240, paragraphs 1 and 2). In a previous section of the report evidences of the marked growth of the academic recognition of the Bible and Religion were shown; (pages 125–129 and 160–171)

"(*c*) Vocational subjects (pages 241–246).

"'The results of this study, as shown through the organization of data from 182 of the leading universities and colleges, seem to show that the tendency of higher education is to liberalize and modernize the curriculum and to enlarge the conception of practical education, and that from pressure of the needs of civilization various subjects have been brought into the curriculum which prepare for a large proportion of the occupations in which the working population of the United States is engaged.' (Page 244)

"Undergraduate Degrees (XIII). This section of the report (pages 248–286) we regard as of the greatest importance. The evidence here presented shows (1) the increasingly large percentage of both private and public institutions which grant the A.B., along with other degrees, with a major in vocational subjects among which are music and religious education (pages 249–251) and (2) the specific conditions in other universities analogous to those in Boston University which justify our request for the right to grant at least a special A.B. degree whenever a student has met the specific requirements prescribed for such a degree in a large number of high grade liberal arts colleges and universities throughout this

country (pages 279–286). Special note should be made of the following facts in support of (1). On page 249 the report shows that (see Table LX, pages 252–255) of 96 private institutions granting the A.B. degree:

"*a.* 45 of them offer the degree with a combination of Liberal Arts and Professional courses;

"*b.* 44 of them offer vocational majors of from 18 to 56 hours in fulfillment of requirements for the A.B. degree;

"*c.* Only 16 of the 96 institutions make no recognition of vocational courses toward either the A.B. or B.S. degree. (Ten of these are in New England and seven are Roman Catholic institutions.)

On page 250 the report shows that (see Table LXI, pages 262–263) 46 of the 52 Public Institutions granting the A.B. degree offer a vocational major of from 20 to 55 hours in fulfillment of the requirements for the A.B. degree. In support of (2) note pages 280–286.

"The two movements in American university organization justifying the recommendation of this report are the isolated college or school, and the vocational department in the senior college.

" 'Tables LXVI and LXVII (pages 284 and 285) show that faculties are even now going to the bottom of the problem and frankly facing the necessity of allowing two or more faculties in the same institution to grant the same degree. Harvard, for example, did not feel that it was best to permit two faculties to grant the degree of B.S., but conditions arose that made this course inevitable (College of Arts and Science and College of Engineering). Similar conditions have arisen and been solved, just as Harvard solved the conditions in that institution, in 12 colleges and universities with regard to the A.B. degree (see Table LXVI) and in 19 colleges and universities with regard to the B.S. degree (see Table LXVII).' (Page 285)

"'It should be recalled that this is a Graduate Professional School which found it necessary to operate an undergraduate liberal arts college in order to prepare suitably trained candidates for its graduate courses. . . . In an earlier section of this report it was pointed out that the undergraduate requirements of this School preserved all of the recognized offerings of the standard liberal arts college and found a place for definite religious training and an 18 hour vocation emphasis, not to exceed 6

hours of which were designed to give technical skill. In other words this School has for a decade met the academic requirements of the A.B. and B.S. degrees.' (Page 280)

"'Sixty colleges in the United States have built a full major in religious education following the standards set by this School. Their graduates receive the A.B. degree; ours receive the B.R.E. degree. Theirs are received into other graduate schools without question; ours need to fight for equitable treatment and many times fail to get it. . . . The time has now come to ask the Trustees of the University to authorize the granting to graduates of this School degrees commensurate with the character of the work that the students actually do here.' (Page 281)

"In further support of these findings and recommendations is a very significant quotation from College of Liberal Arts Survey of Northwestern University, page 83 to 84. (Page 283)

"The Professional Graduate School (XVI). The chief contribution which this School can make to religious education is through its professional graduate school. In support of this statement attention is specially directed to pages 380–383. Here will be noted the chief arguments for a school separate and distinct from other vocational schools of the university in order that the peculiar needs of this new profession may be fulfilled. A careful examination of these pages will reveal important reasons why the usual graduate degrees of an academic nature in this University will not permit of the specialization necessary to give either the detailed technical knowledge or skills needed for this new profession.

"'The faculty of Boston University School of Religious Education and Social Service believes: (1) that professional interests can not be adequately expressed through the use of the M.A. and Ph.D. degrees; (2) that the M.A. and Ph.D. degrees have a distinct place as cultural and research degrees of a non-professional character, and that as such they will be useful to the field of religious education; (3) that the field of religious education should be recognized as a major profession, essential to the moral integrity of democracy and the perpetuity of the Church; (4) that its practice involves a technique too highly specialized to be properly included within the limitations of the M.A. and Ph.D. degrees, and that this new profession should establish for its own use new professional degrees comparable to the B.D., S.T.B., S.T.D., and Th.D. degrees of theology; and the M.D. of medicine.' (Page 381–382)

"Attention is called to page 406, which presents further significant reasons why a graduate professional School of

Religious Education should be greatly enlarged and strengthened at once.

"'d. *Outlook for Graduate Work.*

"'The outlook for the development of graduate work in the fields of religious education is very discouraging. We are not holding or attracting the quality or the number of graduate students that we had five years ago. There are many reasons for this unfortunate situation. Among them are:

"'(1). The strengthened faculties and more attractive offerings including reduced costs in other graduate centers.

"'(2). The increased costs and reduced services in Boston University.

"'(3). The necessity of reducing graduate offerings by the transfer of graduate professors to the undergraduate courses in order to retain academic standards on the undergraduate level.

"'(4). The failure of this School to secure library, laboratory and research equipment.

"'(5). The failure of the Graduate School advantageously to coördinate the available resources in the various schools of the University for the development of graduate work in religion. Vol. II[3] of this report will contain the results of an extended investigation into the problems of graduate work in the fields represented by this School, and into the working relationships between Graduate Schools and the Graduate Faculties of Professional Schools within the same institution. (See Chapters XV and XVI.)

"'The situation here is most critical. It can be solved if satisfactory financial resources can be secured at once. Delay in recouping our waning prestige will be fatal to our leadership. The whole country is looking to this School for constructive, creative pioneering in religious education. The university can not afford, for the sake of its own reputation, or for the sake of a great movement, to fail to measure up to a great opportunity at the time of a serious crisis. (See Table LXVIII for the record of graduates from this School during the past ten years.)'

"The Isolated College (XIV–1). We heartily commend the arguments presented here (pages 287–293) in defense of the organization for cultural and professional education known as 'The Isolated College.' This plan is the best solution of the problem of integrating cultural and vocational education for the students of today.

"Quoted from a significant statement by Dr. Arthur J. Klein, Chief of the Division of Higher Education, United States Bureau of Education:

[3] Volume II of the typewritten report comprises Chapters XV–XIX of this volume.

" ' "When such a unit controls or aspires to control all instruction of its students, both that within the field of specialization and that which is corollary and general, it may be called for the purposes of this discussion an isolated college." ' (Page 289)

" ' "The arguments for the isolated college may be summarized as follows: Liberal education should function for the specialized student. It does not do so under our present system of intercollege service work. In order to take advantage of the group consciousness of the specialist students, the liberal arts and the specialist training should be closely integrated in the hands of specialists sufficiently trained in general fields." '

" ' "No charge against the human product of our colleges is made more frequently than that our college graduates are either narrow or sloppy minded. It is repeatedly alleged that students do not integrate the elements of learning which they sample in the college; that they are, therefore, not educated men. Here and there are indications of willingness to recognize that in part these facts may be due to our type of organization for instructional purposes. Our organization provides excellently for management of the externals. It does not provide for the integration of the varied materials of instruction. It does not take advantage of group interest to motivate the liberal study activity of those who have definite occupational purposes. The isolated college may be a method of organization which will assist in the integrating process." ' (Page 292–293)

"And from Dr. Athearn's statement in his report:

" 'This School feels deeply that the faculty should have directing control of these non-curricula matters that condition growth in personal character of those of its students who are going out to assume positions as religious and social leaders. It, also, feels that the total educational program as well as the student-life program should be integrated through a common faculty whose ideals and institutional objectives are unified and controlled by common purposes. With this conviction the faculty has consciously organized the administrative technique of the School on what is coming to be known as the Isolated College, a term which connotes the adaptation of the Oxford Plan to American conditions. The recent announcements of far reaching reorganization plans at Harvard and Yale are evidences that American universities are preparing to reverse gear and seek to correct the "mass production" methods which have broken down under the strain of our modern conditions.' (Page 287)

"SUPPORTING GENERAL STATEMENT NO. (3)

"EDUCATIONAL FINANCE (IV). In support of the conclusions contained in section three of the general statement, we respectfully call your attention to the following supporting evidences and arguments:

"SOURCES OF INCOME (IV). Beginning with the paragraph at the bottom of page 44 and continuing through pages

45, 46, 47 and 49, this report argues with unescapable logic the serious financial condition facing this School. This argument with its supporting evidences is clearly summarized and interpreted in the statements found at the bottom of page 46 and 48 respectively:

" 'It will be apparent from the foregoing discussion that the major financial burden of this School has in recent years been borne by (1) the faculty and students of this School and (2) by the deans, faculties and students of the cash-profit producing departments of the University. The policy of paying the deficits of one academic department from the profits of other academic departments is fallacious in theory, and the experience of this school during the past decade has shown the policy to be very unsatisfactory in practice.'

" 'Under pressure from the Trustees and the Budget Committee the budget of this School has been kept at a point too low to sustain the academic ideals which were adopted as a minimum standard. When the Dean has been compelled to reduce his budget it was necessary to omit those offerings which were least profitable financially. First, the number of professors was reduced and the size of classes enlarged; second, the graduate offerings were reduced, because graduate instruction is more expensive than undergraduate instruction; third, bi-lingual and social service courses were dropped, because, while there is great social need for these courses there is less popular demand for them and the wages in this field are lower than in some other fields; fourth, laboratories and field supervisors were removed before formal classroom work was omitted, because professional efficiency could be surrendered with less loss of support than would follow a breach of academic regularity. This continued sacrifice of *quality* in the interest of *cheapness* has reached a point where the academic self-respect of the educational staff can no longer be retained unless there is immediate and substantial relief. It was this condition which led the Dean to incorporate into his annual report to the President of the University the following paragraph:

" '*The rapid growth of the enrolment in this school without a corresponding increase in financial support has produced a number of very serious problems. Crowded classrooms, limited equipment, an inadequate number of professors, diminishing scholarship allowances for worthy students, etc., are sure to reduce educational efficiency and lead to loss of professional prestige. The Trustees need to be reminded that a serious crisis now exists in the affairs of this School. Nothing but disaster lies ahead unless immediate financial relief is secured. During the past ten years it has been demonstrated that the world wants and needs the product of this School; it now remains to be seen whether or not Boston University can sustain the school which has grown up under its auspices during the decade now closing.*'

" 'Reports of the President and Treasurer of the University, *Boston University Bulletin*, October 11, 1928, page 55.'

"The Educational Plant (V). Tables IX and X on page 58 show the inadequate instructional space per student in comparison with other standard educational institutions. The 'space available for instruction in seven other colleges is from three and one half to six and one half times as great as it is in this school.' (page 58) Page 57 and Table VII show the high ratio of use which is made of this instructional space. Therefore, of the list of housing deficiencies of this School given on pages 58 and 59, that referring to the inadequacy of the classrooms (No. 8) is of *prime* importance. It is needless to add that each of the other deficiencies listed has a direct and measurable effect upon the morale and efficiency of the students as well as of the teaching staff also.

"Costs of Instruction (VI–2–3). Familiarity with definition of 'units of cost' and professor's 'teaching load' (pages 60 and 61) is essential to an intelligent interpretation and evaluation of Tables XI–XXIX, sections 2 and 3, pages 62–89.

"Special attention should be directed to Table XV, page 71, and the explanations given in the paragraph at the bottom of page 61 and the top of page 62, which show the costs of instruction per 'student clock hour' on the basis of the standard 'teaching load.' On the basis of our 1926–27 enrolment, twenty-eight full-time instructors were needed. The actual faculty was 16.5 instructors. 'Using the maximum load allowable for all instructors, there was a shortage of 6.5 instructors for the first semester and 2.3 for the second semester. Conditions have grown worse rather than better since 1926–27.' (page 75) For purposes of comparing these 'unit costs of instruction' in this School with the unit costs of instruction in other standard institutions for which similar data are available, we direct your attention to pages 88 and 89 and the accompanying tables XXVII, XXVIII, and XXIX.

"Salaries for Instruction (V–4). Tables XXXII and XXXIII, concerned with comparison of salaries in this School and other institutions of the country attempting work

of similar character, including graduate instruction, should be studied in connection with the explanatory statements found on pages 92 and 93. Two facts call for special attention; first, average salaries in this School should be compared with the average for the New England States; second, the average salary for instructors in this School is above the average in the United States, and therefore, raises the general average for all, whereas the average for assistant professors, and especially professors, is much lower than the average in the United States..

"General and Comparative Costs (VII–1). Special attention should be directed here to an excerpt of Table XXXVIII found at the top of page 101, which should be compared with the analysis of costs in five typical American colleges given on page 99. On pages 101 and 102 will be found an evaluation of this comparison.

"Annual Deficit (VII–3). The major financial problem confronting the Trustees is that of the annual deficit in the budget of this School. Because of this a careful reading of this entire section (pages 104–111) will reveal the following facts:

"(1) On the basis of standard costs in an approved undergraduate college (see page 104) the annual deficit of this School should have been four to five times larger than it actually has been. 'The Trustees did not see the saving of $115,324; they saw only the deficit of $31,635 and demanded its further reduction the following year, which was achieved by a further loss of academic standards. The effect of this continued departure from approved standards is one element in the crisis mentioned in the Dean's annual report to the President, referred to in an earlier section of this report.' (Page 108) (See Table XLII.)

"(2) By comparing the annual deficit with permanent funds received during the ten years of this School's history (see Table XLIV) the University has made a net gain of $127,960.12. 'This does not include the legacies of $200,000, the

cost of a department of religious education in the School of Theology, which has been gladly supplied without cost by this School; the contributions of the faculty and students of this School to the General Endowment Campaign, or a world-wide good will towards the University which has great potential value.' (Page 110)

"The Chief Beneficiaries (VIII–1); Need for Scholarship Funds.

" 'In the case of those students who attend college for the chief purpose of spending their lives at low wages in the *service of society*, it is clear that society should bear the major costs of their education. It is to this class that the students of this School belong. . . . To increase the tuition fees of students in this School would not only be unjust; it would also be a very unwise economic policy. The present tuition is now $100 above the average tuition in the colleges of the United States. . . . This School is greatly in need of endowment to cover scholarship and student loan demands. It is also in need of endowment funds to enable the tuition to be lowered for large numbers of its students. The financial needs of this School can not be secured by a raise in tuition fees. These needs must be met by the chief beneficiaries of the School; namely, *the people*.' (Pages 112 and 114)

"Six Pressing Financial Needs. Of these six pressing needs, the three calling for most immediate relief are (2) Housing of the School, (3) Endowment of Instruction and (4) Endowment of Scholarships, discussed on pages 116 to 120.

"Respectfully submitted,

W. L. Hanson, Chairman
C. A. Coburn
N. C. Hannay
Earl Marlatt
A. F. Reimer
F. W. Clelland, ex officio.

"Unanimously adopted by the members of the faculty and the administrative staff, February 11, 1929."

CHAPTER II

History of Boston University School of Religious Education and Social Service

I THE FIVE TRIBUTARIES

Five tributaries united a decade ago to form the present school. Chronologically the tributaries arose in this order:

a. The New England Deaconess Training School, founded in 1889.

b. The School of Applied Christianity, founded by Morgan Memorial in 1907.

c. The Mid-western Movement for Community Training Schools and Undergraduate Departments of Religious Education in Colleges of Liberal Arts, inaugurated in Des Moines, Iowa, 1910 and 1911.

d. The Chair of Religious Psychology established by Boston University School of Theology in 1912.

e. A proposed School of Community Service in Boston University in 1916.

The launching of a School of Community Service by a trustee of Boston University in 1916 resulted in the adoption by Boston and by Boston University of the Mid-western Movement for Community Training Schools and College Departments of Religious Education in undergraduate colleges. By the winter of 1917 and the spring of 1918, the agitation for a School of Community Service in the university had fused the various agencies in this locality for professional and collegiate training for Christian service, and this new school came into being.

MORGAN MEMORIAL

In the fall of 1907, Dr. E. J. Helms opened a School of Applied Christianity as one of the activities of Morgan Memorial. In one form or another for the following decade he conducted some type of training for Christian leaders in connection with his great institution. On March 10, 1917, "The New England Home Mission Council of Workers among Non-English Speaking Races" held its annual meeting at Morgan Memorial in Boston. Among the resolutions passed by the council at this meeting was the following:

"WHEREAS, There is increasing difficulty in finding religious workers for our New England Communities; and
"WHEREAS, Great areas are suffering from church decadence and spiritual barrenness; and
"WHEREAS, Our territory includes many cities and towns from sixty to ninety per cent of foreign birth or parentage; and
"WHEREAS, Our work is much retarded by lack of qualified leaders and specialists in different languages; and
"WHEREAS, Our churches should realize their mission to all races without distinction; and
"WHEREAS, A plan is being carefully worked out by the President and Faculty of Boston University, with the concurrence of its Trustees, and the co-operation of Morgan Memorial, to train specialized workers, with or without college preparation; therefore
"RESOLVED, That we, the Council on the New England School for the Training of Christian Workers, commend the effort of President Murlin, Dr. Helms, and their fellow workers, to the generosity and prayerful consideration of all our churches."

This movement for trained Christian leaders for immigrant and bilingual groups was one of the chief factors in the founding of this School.

THE NEW ENGLAND DEACONESS ASSOCIATION

For many years the New England Deaconess Association has been interested in training for Christian service. The New England Deaconess Home and Training School was dedicated November 20, 1889. The charter for this training-school advertised its purpose as "Training Evangelistic Workers in both Home and Foreign Field and Utilizing the Energies of

Christian Women in Active Religious Work." Great Christian women from Miss Isabel Thoburn to Miss Alice M. Robertson carried on important training work from the early days of 1900 until the school was merged with Boston University in 1918. Mr. C. W. Williams, Miss Alice M. Robertson, the Rev. William Gilbert and many other leaders of the New England Deaconess Association rendered most valuable service in the early history of this school, and the leaders of the New England Deaconess Association still rightly regard this school as a product of their own brain and heart.

BOSTON UNIVERSITY SCHOOL OF THEOLOGY

Among the first schools of theology in this country to recognize religious education as one of the essential disciplines of the Protestant ministry was Boston University School of Theology. In 1912 Dr. Norman E. Richardson, then pastor of the Epworth Methodist Church, Cambridge, became financial secretary of the university and professor of religious psychology in the School of Theology. Two two-hour courses in the fields of psychology and pedagogy of religion were offered at that time. When the School of Community Service was proposed in 1916, the dean and faculty of the School of Theology gave the new movement encouragement and wise counsel. Dean L. J. Birney, now Bishop Birney, was very active in the work of that inner circle which finally united the training activities of Morgan Memorial, the Deaconess Association, and Boston University into an independent department of Boston University for the training of lay workers for the church. This school has arisen on Beacon Hill as a companion school to the School of Theology. The programs of the two schools rest upon the same basic principles; both are rooted in personalistic philosophy, and both represent progressive evangelical Protestantism. *Laymen* and *clergymen* are the two distinguishing words in these companion schools on Beacon Hill—the Prophet and the Rabbi; the preacher and the teacher; the clergyman and the professional lay worker.

BOSTON UNIVERSITY

In March, 1916, Mr. George F. Willett, a Congregational layman of Norwood, Massachusetts, and a trustee of Boston University, received permission to found a new school in Boston University to be known as the School of Community Service. In April, 1916, President Murlin sent a telegram to Walter S. Athearn, director of the department of religious education in Drake University, Des Moines, Iowa, then on leave of absence for research work in the University of Chicago, asking him if he would be willing to become the head of the work of religious education in this School of Community Service. Later in April, 1916, President Murlin sent a representative to interview Mr. Athearn, in Chicago, with reference to this new work. In July, 1916, Mr. Athearn visited Boston for an interview with President Murlin and other university officials. Later in July he was notified of his election to a professorship in the Graduate School of the University, the School of Community Service not having been officially organized as yet.

During the next two years, Mr. Athearn devoted his energies to laying the foundations for the department of religious education which was to be an important part of the proposed School of Community Service. Professor H. Augustine Smith and Professor Alberta Munkres were brought on from the West. Professor O. W. Warmingham, Professor Edward R. Bartlett, now head of the department of religious education of DePauw University, Professor Heber Harper, later Chancellor of Denver University, and others were called into instructorships in this new group of courses.

The home of the proposed school was to be in the Walker Building, now occupied by Boston University College of Business Administration. Pending its alteration for the uses of this school, the courses designed as a nucleus for the curriculum of the new school recited in the School of Theology building, taxing the patience of the dean as well as the capacity

of the building. (These courses and the courses in the School of Theology taught by Professor Richardson were sometimes referred to as the department of religious education in the School of Theology, and a bulletin issued in 1918 referred to these courses incorrectly as the department of religious education in Boston University.)

II THE EDUCATIONAL MERGER OF 1918

At the opening of the academic year 1917–1918, there were three groups of lay-training courses operated in Greater Boston under Methodist auspices, viz., lay-training courses under the direction of the Graduate School and the School of Theology of Boston University; an apprentice system of training for workers in the institutional church and in the bilingual church, operated by Morgan Memorial; and the training-school conducted by the New England Deaconess Association.

While much valuable work was being done by these agencies, there was no attempt to correlate courses or to unify resources. Two fields of need were practically untouched by the existing agencies, viz., the rural church, and the foreign language-speaking church. The industrial and rural conditions in New England were demanding a specialized leadership, and no agencies were available to supply the demand.

During the academic years 1916–1917 and 1917–1918, there was much activity on the part of the officials of Morgan Memorial and the New England Deaconess Association looking toward the merging of their educational interests with the new group of lay-training courses arising within Boston University. It was generally agreed that Boston University was the logical agency to direct the consolidation of all existing lay-training agencies and to formulate, develop and standardize the new educational efforts which the present situation demanded. But Boston University was without funds to finance this new educational enterprise, and it seemed for a time that the plans

for the proposed educational merger could not become effective because adequate resources were not available. In fact, the exigencies of war had already taken from the university the resources with which it had expected to finance its new School of Community Service, and Mr. Athearn and his colleagues were seeking other academic attachments.

In the midst of this financial and academic uncertainty, Bishop Lewis came to New England in the interest of the Centenary financial campaign. His conference with church leaders and business men convinced him that trained leadership was the outstanding need of this area, and that the success of the Centenary financial campaign would depend upon the development of an educational program that would offer to the churches of New England a solution of their greatest problem, *trained leadership for rural and city churches.* To meet what Bishop Lewis believed to be an emergency in the financial campaign in New England, a conference was called at the Wesleyan Building in Boston. There were present at this meeting Bishop Lewis and Dr. D. D. Forsythe, representing the Centenary movement; Bishop Edwin H. Hughes, representing the New England area; Dr. Edgar J. Helms, Dr. E. C. E. Dorion, and Mr. George Dunn, representing Morgan Memorial; the superintendents of the districts of the Conferences of the Methodist Episcopal Churches in the New England area; Mr. Clarence W. Williams, Dr. William M. Gilbert, and Miss Alice M. Robertson, representing the New England Deaconess Association; President L. H. Murlin, Dean L. J. Birney, Professor Walter S. Athearn, and Mr. Silas Pierce, representing Boston University. Other clerical and lay representatives were present. Bishop Hughes presided. His long experience as an educator and administrator was of great value to this new educational venture on this occasion and during the years of struggle which followed.

At this historic meeting it was decided that one of the chief projects of the Centenary movement in New England would be the subsidizing of the educational merger which the leaders

of New England Methodism deemed the most statesmanlike program for the future of the churches in New England. With the aid of the Centenary funds pledged at this meeting, Boston University was able to go forward with the task of unifying, standardizing, and developing the work of the lay-training schools which had grown up under Methodist auspices in Greater Boston.

The steps in the unification of these educational agencies were as follows:

On November 9, 1917, the Trustees of Morgan Memorial voted to unite the Morgan Memorial School for the Training of Christian Leaders with the Deaconess Training School and approved the proposed plan of uniting the merged training schools with Boston University.

On November 20, 1917, the Board of Managers of the New England Deaconess Association voted to amalgamate its Deaconess Training School for Christian Workers with Morgan Memorial's Training School for Christian Leaders and to approve the adoption of the amalgamated schools by Boston University.

On December 27, 1917, a joint committee representing Boston University Board of Trustees, the trustees of Morgan Memorial, and the trustees of the New England Deaconess Association met in the office of President Murlin of Boston University and approved the action of the trustees of Morgan Memorial on November 19, 1917, and that of the Board of Managers of the New England Deaconess Association on November 20, 1917. *This, then, December 27, 1917, seems to be the official date of the birth of this school.* This joint committee christened the new school "The School of Applied Christianity" and elected Walter S. Athearn as its first dean.

Its first circular was issued on March 10, 1918, under the title "The School of Applied Christianity." In June, 1918, its name was changed to "The Department of Missions, Social Service and Church Work."

III TITLES AND ORGANIZATIONS

An effort was made to administer this new educational unit of the university as a department of a School of Education which was organized to include (*a*) a department of public school administration; (*b*) a department of missions, social service and church work; (*c*) the lay-training courses in the School of Theology; and (*d*) the courses for the training of teachers of commercial subjects in the public schools offered in the College of Business Administration. This temporary administrative grouping was dissolved after one year's trial, the title "School of Education" was dropped by the university, and the title "Department of Education" was created for the division of public school administration.

The change of name of this department from "The Department of Missions, Social Service and Church Work" to "The Department of Religious Education and Social Service" is shown by the following extract from the official minutes, signed by Arthur E. Bennett, Secretary:

"At an informal meeting of the representatives of the Department of Missions, Social Service and Church Work, held in President Murlin's office at 2:00 P.M. Friday, January 31, 1919, it was mutually agreed that work of said department could be better carried on through a separate and distinct department to be known as the Department of Religious Education and Social Service; and it was further agreed that a tentative organization of such department should be organized with the following recommendations:

"For Members of the Standing Committee of the Board of Trustees:

"*Boston University:* President Lemuel H. Murlin, Silas Pierce, E. C. E. Dorion.

"*New England Deaconess Association:* Wm. M. Gilbert, Alice Martha Robertson, Clarence W. Williams.

"*Morgan Memorial, Church of all Nations:* E. J. Helms, W. I. Shattuck, F. C. Dunn.

"For Members of the Executive Committee: Walter S. Athearn, Willard I. Shattuck, Alice M. Robertson, Clarence W. Williams, Arthur E. Bennett.

"For Faculty Officers for 1919–20: Director, Walter S. Athearn; Executive Secretary, Arthur E. Bennett; Dean of Men, Willard I. Shattuck; Dean of Women, Alice Martha Robertson."

The above list of officers was a reëlection of the persons already serving in the same capacity. From its organization until the close of its fourth year, the standing committee of this department was composed of nine persons, three each from the trustees of Boston University, Morgan Memorial, and the New England Deaconess Association. These three boards of trustees shared in the budget and in the responsibility for the educational program of the department. This fact is shown by the following memorandum submitted by Mr. C. W. Williams, secretary of the New England Deaconess Association to L. H. Murlin, President of Boston University. The memorandum was approved by the training-school committee of the New England Deaconess Association and by President L. H. Murlin on June 10, 1918:

"The New England Deaconess Association assumes financial responsibility for the following in the Department of Missions and Social Service, Boston University School of Education:

"One-half support

Professor A. E. Bennett Professor W. S. Athearn Professor H. A. Smith	$4500
Professor Blanpied	2500
Miss Alberta Munkres	500
Secretarial and clerical service with printing, postage and other office expenses	1000
Romance languages	600
Lectures, Rural Life courses	300
	½ of $9400 = $4700

"Entire support

Alice M. Robertson
Helen Grace Murray
Amy Blanche Greene
Laura Roe Mills, (with First Church)
Alice Louise Brown
Ruth Olive Halford
Marie Marguerite Wilson

Signed: C. W. Williams."

In the spring of 1922, the name of this department was, by action of the trustees of Boston University, changed to "The

School of Religious Education and Social Service." The title of the administrative officer of the school was changed from Director to Dean. From this date until the present, all of the members of the standing committee have been appointed from the trustees of Boston University.

At the same time that this department became a school, the department of education became a school of education, and the old title "School of Education," once used as a general term to include four budding educational enterprises under the guiding direction of the university, but in disuse for three years, was revived to become the title of the expanded department of public school administration.

By the end of its fourth year, this department of the university had acquired its fourth name. No change whatsoever in organization, administration, or program accompanied the various changes in name.

This school opened its doors for class work under the direction of Boston University on September 18, 1918. Since that time it has had continued existence under the same administrative leadership, and it has now completed its first decade of service as a department of Boston University.

IV REFERENCES

a. Catalogues and published circulars in the office of the Dean of Boston University School of Religious Education and Social Service.

b. Files of correspondence of the trustees of Morgan Memorial and the New England Deaconess Association, including

(1) Minutes of the meeting of the department of religious education and church work, January 31, 1919.
(2) Memorandum of New England Deaconess Association sent to L. H. Murlin by C. W. Williams, June 10, 1918.
(3) Letter of President Murlin to C. W. Williams, May 8, 1918.
(4) Letter of President Murlin to Dr. J. E. Lacount, December 21, 1918.
(5) Letter of C. W. Williams to President L. H. Murlin, February 14, 1918.
(6) Minutes of the Board of Managers of the Training School of the New England Deaconess Association, November 20, 1917.

(7) Memorandum of agreement reached by the Board of Administration of the Department of Missions, Social Service and Church Work, November 1, 1918.
(8) Letter of President L. H. Murlin to Dr. Willard T. Perrin, president of New England Deaconess Association, February 21, 1918.
(9) Memorandum of agreement of L. H. Murlin, representing Boston University; E. J. Helms, representing Morgan Memorial; and C. W. Williams, representing the New England Training School, signed May 7, 1918.
(10) Letter of C. W. Williams to President L. H. Murlin, January 26, 1918.
(11) Letter of C. W. Williams to President L. H. Murlin, May 3, 1918.
(12) Letter of C. W. Williams to President L. H. Murlin, January 3, 1918.
(13) Minutes of a meeting of a committee representing the Board of Home Missions of the Methodist Episcopal Church, the New England Conference committee on education and Boston University, signed by L. H. Murlin, November 24, 1918.

c. Letter of D. D. Forsythe to President L. H. Murlin under date of November 9, 1918.

d. Draft of a report of the subcommittee of the special committee on the educational program of the Centenary movement of the Board of Home Missions and Church Extension of the Methodist Episcopal Church for the Boston and Lynn districts.

e. Letter of F. C. Moore to W. S. Athearn, dated November 16, 1926, containing extracts from the minutes of the trustees of Morgan Memorial bearing on the history of Boston University School of Religious Education and Social Service.

f. Minutes of the trustees of Boston University and files of President Murlin, 1916–1923, including letter of President L. H. Murlin to Mr. Silas Pierce, treasurer of Boston University, October 2, 1918.

g. Minutes of the trustees of the Morgan Memorial Coöperative Industries and Stores, Inc., November 19, 1917.

h. Private papers of Walter S. Athearn, including correspondence with President L. H. Murlin relative to the founding of a School of Community Service in Boston University.

CHAPTER III

Scope, Purpose, and Character

I RANGE OF EDUCATIONAL SERVICE

The founders of this school aimed at the training of competent leaders for the fields of religious education, social service, and general church work.

A. Religious Education. The democratic institutions of the United States rest upon two closely related principles which were basic in the faith of our forefathers, viz:

(1) *the perpetuity of democratic institutions depends upon the intelligence and moral integrity of the people,* and
(2) *every normal person is potentially capable of intelligent and ethical self-control.*

If every normal person is potentially capable of intelligent and ethical self-control, then democratic governments can be organized and perpetuated, provided they can maintain a high level of intelligence and moral integrity among the masses of the people. In order to guarantee a high level of intelligence to all the children of all the people, our free common schools were established. These schools have developed into the greatest system of public instruction which the world has known. Millions of dollars are expended annually for the literary and scientific training of the American people.

But our forefathers wished to guarantee religious liberty as well as political freedom to the American people. They accordingly adopted the principle of complete separation of church and state. In harmony with this principle, the formal teaching of religion was removed from the public schools and

the churches of the nation assumed responsibility for the teaching of religion to the American people as the groundwork for the moral integrity of our citizens.

The American people, as the price of their religious liberty, committed themselves to the support of a dual system of schools: (*a*) a system of public schools under state control which would guarantee the intelligence of the people; and (*b*) a system of religious schools under church control which would guarantee the moral integrity and spiritual idealism of the people.

The church relied on three institutions for the religious training of the American people; namely (*a*) the family altar, (*b*) the Sunday-school, and (*c*) the denominational college. These three institutions have rendered society a large service, but under modern conditions they have proved inadequate. The family altar has decreased in its influence in recent years; the denominational college has been largely secularized; and the Sunday-school has been in charge of untrained, unsupervised, voluntary teachers who have worked with meager equipment in buildings unsuited for educational purposes.

The state has liberally supported secular education, and private citizens have given many millions of dollars to endow research in engineering, medicine, chemistry, biology, and other subjects. As a nation we are gaining mastery over the physical universe, and we are amassing wealth and multiplying the agencies of comfort, pleasure, and physical health. *General illiteracy has been greatly decreased.*

The church, on the other hand, has not taken its educational task seriously until very recently. Its leaders have not been provided with resources to teach ethics and religion to the masses of our people; little has been done in the science and art of teaching honesty, truthfulness, industry, personal purity, and other virtues essential to the stability of our social structure. As a result, while general illiteracy has decreased, spiritual illiteracy has increased. We have wealth, power, intelligence; but we have not implanted in our citizenship the

power to control wealth and scientific discoveries in harmony with those great ideals which guarantee the happiness and welfare of people. Hence, the crime wave.

What is the way out? It is now becoming increasingly clear that society must learn how to teach virtue, and find a way to give every child a systematic training in morality and religion.

Unless society can build an effective system of religious education to match its system of secular schools, our nation will crumble just as certainly as did Greece and Rome, and for the same reasons.

The American people are becoming aroused; wise and far-seeing leaders in all religious bodies are calling the people to a great crusade in the interests of moral and religious education. Boston University School of Religious Education and Social Service is one of the most significant developments of this new crusade.

Horace Mann saw that democracy could not endure unless a very high level of intelligence was maintained among all the people. From the office of the State Board of Education on Beacon Hill he directed the building of our great common-school system, which guarantees an intelligent American electorate. What Horace Mann did for public education on Beacon Hill, the School of Religious Education and Social Service, located on this same historic hill, is now helping to do for moral and religious education—in order that intelligence and righteousness may be coextensive and universal.

B. Social Service. There is an increasing demand for trained social-service workers in institutions, municipalities, and institutional churches. At the time of the founding of this school, there was a nation-wide interest in Americanization work among the non-English speaking immigrant residents.

There is a widespread feeling that social-service workers of every type should be men and women of profound religious experience and training, and employing agencies are increasingly turning to this school for trained social-service specialists.

C. General Church Work. The modern church is developing a specialized ministry. Besides the clergyman, who is the directing head of the parish, there is the clergyman's staff of lay specialists, which includes one or more of the following: minister of education, minister of music, minister of social service, church secretary, and general parish visitor, or deaconess, depending on the size and character of the parish.

The educational service outlined above commits this school

(1) to the collegiate and professional training of lay leaders
   (*a*) for the new profession of religious education;
   (*b*) for social service work in institutions, municipalities, and the like; and
   (*c*) for general church work at home and abroad.
(2) to research and productive scholarship in the fields included within the scope of the school.

This service requires

(1) the maintenance of departments of *instruction* under the direction of highly trained professors who are masterful classroom teachers and who can direct research and stimulate students to do original, constructive thinking;
(2) the maintenance of departments of *research* which will guide the development of all departments by furnishing new knowledge and critical methods of scientific analysis and evaluation; and
(3) the maintenance of clinical centers, demonstration schools, and practice opportunities in which skilful practitioners can be produced.

II GUIDING PRINCIPLES

A very careful study of the development of professional education in many fields has led to the following controlling convictions:

a. Research work in religious education cannot be satisfactorily done either by voluntary associations whose policies

and budgets must be granted periodical approval by denominational or professional groups, or by private agencies with commercial or other vested interests to protect.

b. Research work in religious education cannot be satisfactorily done in a coldly critical academic atmosphere.

c. The future of religious education is not secure when it is organized as a subordinate interest of a school whose major interest is not religious education.

d. Religious education should have the academic stimulus of a university fellowship.

e. The standardizing of the practice of religious education in the churches and communities of the nation requires the services of great university foundations. What medical colleges have done toward the standardization of the medical profession, great graduate schools of religious education should do for the professional practice of religious education. What medical colleges have done for public and individual health, graduate colleges of religious education should seek to do for moral and spiritual ideals and character, individual and social.

f. The program of a school of religious education should rest upon the conviction that religious education (1) must be deeply rooted in theistic theology and personalistic philosophy, (2) that it must be democratically organized and administered, and (3) that it must have the advantages of the scholarship, the opportunities for research, and the academic freedom afforded by a modern university of higher learning.

During the past ten years, religious education has found its way into many American colleges. Its status is usually one of the following subordinate positions in the academic organizations:

An elective in an undergraduate college.
An elective in a theological seminary.
A department in a theological seminary.
An elective or department in a school of public education.
An elective in a graduate school.

In all of these cases, religious education is subordinate to some other academic or vocational interest. In Boston University, religious education is organized as an independent school and granted the same academic and professional recognition as is accorded to medicine, law, theology, and education.

This school is devoting its efforts to the development of religious education as a profession. It believes that the requirements for this profession should be as high as or higher than those of any other profession. To this end it has strengthened and enriched the undergraduate requirements, and developed long, exacting graduate courses with clinic and laboratory facilities leading to degrees which are distinctive of the field of religious education and equal in content and requirements to other standardized professional degrees.

EDUCATIONAL FINANCE

CHAPTER IV

The Trustees' Financial Policy—An Historical Statement

Boston University School of Religious Education and Social Service was established upon faith. When the trustees of the university, more than twelve years ago, invited the present dean of this school to come to Boston University to establish a department of religious education, they had every reason to believe that the resources for the support of this department were assured. But when, suddenly, through causes beyond the control of any of the friends and supporters of this school, its financial resources were withdrawn, the academic structure which had begun to arise was left without adequate underpinning. While the trustees had a moral obligation to the members of the faculty whom they had invited to the university with promises of adequate support, they had no available funds with which they could discharge this moral obligation or continue the educational program so hopefully begun.

At this crisis, some trustees believed it to be wise to abandon the whole enterprise until new sources of support were secured; others were willing to extend good-will and a limited annual credit to the educational leaders of the school, and let them find their own way to continue such parts of their program as could be financed without too great a drain on the financial credit of the university. The judgment of the latter group prevailed.

At this juncture, the movement for the amalgamation of certain lay-training agencies in Greater Boston was getting

under way. While the original plans for religious education in the proposed School of Community Service contemplated only graduate work, it was believed that, by taking over the undergraduate work of the lay-training courses of Morgan Memorial and the New England Deaconess Association, sources of revenue might be made available which would save the graduate work already developed. Accordingly the present dean of this school, who had been in charge of the courses in the Graduate School for two years, accepted the call to direct the educational merger of 1918 mentioned on page 25. With the aid of the Centenary funds pledged at the meeting recorded on page 26, there were available in pledges the following funds:

From the Centenary movement, annually	$26,000
From Morgan Memorial, annually	7,000
From New England Deaconess Association, annually . . .	7,000
Total	$40,000

Beside these cash pledges, the trustees agreed to provide housing and overhead without cost until other revenue should become available. The director and members of the faculty, although working full time for the promotion of this school, secured other part-time remunerative work to tide them over this financial crisis.

The charges for rental and overhead, pledged by the trustees in recognition of the gifts of others and the sacrifices of the faculty, were carried as a growing bookkeeping charge until April 14, 1927, when they were cancelled by a vote of the trustees. The gifts pledged and the amount of the pledges actually paid, for the most part by the Centenary Movement, Morgan Memorial, and the New England Deaconess Association, are shown in Table 1, page 44. This table shows that $181,972.50 have been paid by church boards, the Morgan Memorial, and the New England Deaconess Association for the current expenses of this school. This is $52,678.50 less than the amount pledged. This fact accounts for certain

unexpected deficits in the budget of this school during the early years of its history. (See Chart I.)

Subsidies from the three sources listed above were short-lived. After the first year, Morgan Memorial discontinued its financial aid. The New England Deaconess Association

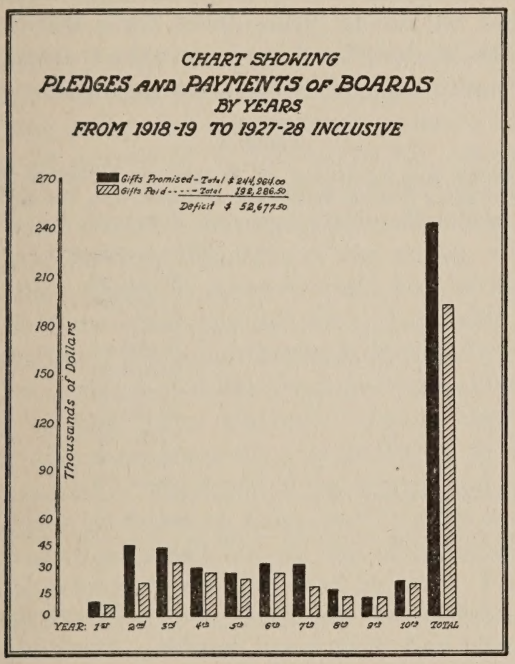

CHART I

decreased its annual gift from $7,000 to $5,000, then from $5,000 to the use of Harris Hall without rental charge; and then, with the opening of our sixth year, the entire subsidy was discontinued. For five years the Centenary Movement made an heroic effort to meet its pledges from its decreasing receipts. The General Conference of the Methodist Episcopal Church in 1924 placed the entire responsibility of financing educational institutions on the new Board of

Education. The gifts from this board have fallen from $9,600 in 1925–1926 to $9,200 in 1927–1928.

The withdrawal of support from these sources does not indicate a loss of confidence in this school or its administration; it indicates, rather, the financial stringency of the post-war period. But whatever the causes may have been, the fact remains that within six years these three institutions had transferred their educational burdens to the trustees of Boston University and completely withdrawn their financial support.

TABLE 1

SHOWING PLEDGES AND PAYMENTS OF BOARDS TO CURRENT EXPENSES OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Gifts promised*	*Gifts paid*
1918–19	$8,000.00	$6,233.00
1919–20	43,600.00	19,100.00
1920–21	41,450.00	33,500.00
1921–22	27,500.00	24,750.00
1922–23	24,100.00	22,750.00
1923–24	26,000.00	30,200.00
1924–25	29,800.00	17,037.50
1925–26	15,000.00	9,600.00
1926–27	9,600.00	9,600.00
1927–28	9,200.00	9,200.00
Totals	234,250.00	$181,972.50
Deficit	$52,277.50	

The trustees of the university were without resources to meet this new and unexpected burden. Some of them felt very strongly that it would be wise institutional policy to abandon the school; others believed that a way could be found to finance this new educational enterprise if it could receive temporary subsidy from the earnings of other departments of the university. Subsidies from this source have been voted from year to year, the responsibility of reducing the annual drain on the treasury being placed on the dean of this school. A rainbow of hope in the form of a great University Endowment Campaign appeared periodically for the dean's encouragement.

With the rapidly decreasing income from the three original subsidizing boards, the increased cost of housing and university overhead charges, and the increased cost of instruction and administration, due to an enlarging student body, the administration of this school became increasingly difficult. The trustees threatened extermination if the annual drafts on the profits of other deans were not decreased; the academic standardizing boards threatened withdrawal of approval if educational standards were not maintained. The dean adopted this working policy: (1) the academic program of this school shall not be permitted to fall below the standards of the North Central Association of Secondary Schools and Colleges; (2) the administrative officers of this school, in addition to carrying the academic burdens of the school, will do everything in their power to secure current and permanent funds, and at the same time practise every justifiable economy of administration; (3) beyond the funds secured by the efforts of the officers of this school, the trustees of the university will be expected to pay, from whatever sources they may have, whatever added expenses may be necessary to maintain the accepted academic standards of the school, and (4) the major responsibility for financing this school belongs to the trustees, and the major responsibility for the educational program of the school belongs to the dean and faculty. This policy has been consistently and industriously followed by the present administration.

Pursuant to item (2) in the foregoing policy, the dean has sought to increase the financial resources of the school from boards, from interested friends, from faculty members who loyally continued on inadequate salaries, and from students who assumed an increased share in the cost of education. During the past three years, in anticipation of a special financial campaign in the interests of this school, the dean has personally presented the claims of this school to more than 1,400 of the outstanding business men of Greater Boston. This intensive cultivation of "prospects" was rendered futile

by the failure of the trustees to carry out the promised plans for a special financial campaign. (See pages 48 and 114.) Table 2 shows that the tuition charges were increased five times in seven years. In 1918–1919, 105 students paid $3,972 in tuition fees; in 1927–1928, 607 students paid $115,136.60 in tuition fees. With the increased student body, however,

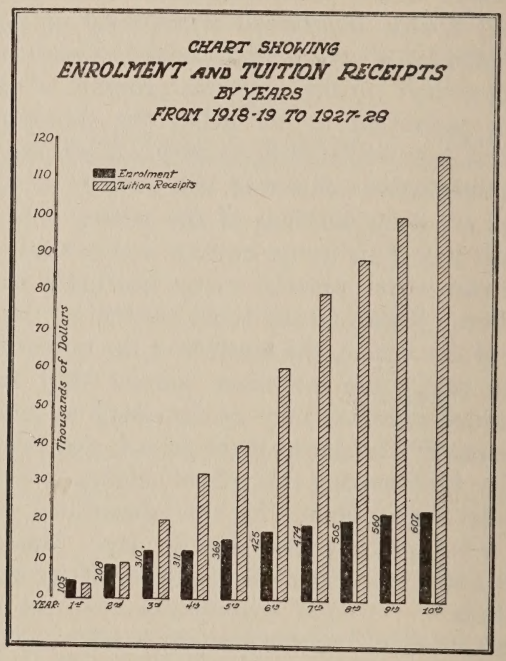

CHART II

came increased costs for instruction and increased costs of housing and supervising a large student body in a congested metropolis. (See Chart II.)

It will be apparent from the foregoing discussion that the major financial burden of this school has in recent years been borne by (1) the faculty and students of this school and (2) by the deans, faculties, and students of the cash-profit producing

TABLE 2

SHOWING ENROLMENT AND CASH TUITION RECEIPTS OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Annual tuition fee*	*Enrolment*	*Tuition receipts*
1918–19	$50.00	105	$3,972.00
1919–20	60.00	208	9,544.50
1920–21	100.00	310	21,334.95
1921–22	150.00	311	33,510.64
1922–23	150.00	369	40,547.17
1923–24	225.00	425	61,389.52
1924–25	250.00	474	80,379.92
1925–26	250.00	505	89,478.30
1926–27	250.00	560	100,079.53
1927–28	250.00	607	115,136.60

departments of the university. The policy of paying the deficits of one academic department from the profits of other academic departments is fallacious in theory, and the experience of this school during the past decade has shown the policy to be very unsatisfactory in practice.

During the whole decade, majority opinion of the trustees of Boston University has regarded this school as one which should be entirely supported by student fees. As pointed out above, the trustees have given it subsidies, largely from the profits of other schools, for a number of years in the hope that it would soon become able to support itself. The trustees have done practically nothing to help this school secure an endowment from which it could be supported without an annual tax on the income of other schools. They have simply voted funds furnished by other deans to help nurse this school along until it, too, should become self-supporting and profit-producing. Because this school did not become self-supporting with its increased enrolment in a few years, the trustees grew impatient, questioned the dean's administrative ability, and finally passed the action of April 14, 1927, which provided in substance, that on and after July 1, 1927, this school should live within its own income, and that any deficits occurring after that date should be held as a mortgage upon its future earnings. It was made

very clear to the dean by the administrative officers of the university that his period of probation was over. He was told that other schools in the university had become self-supporting in less than ten years, and that the School of Religious Education and Social Service must pay its own way from July 1, 1927. When the dean was informed of this action, he saw that the trustees were asking him to do an impossible thing. He, therefore, presented his resignation to President Marsh in April, 1927. This resignation was finally withdrawn with the distinct understanding that the trustees would immediately launch a campaign to raise a fund of $2,000,000 to endow instruction in this school. Nearly two years have passed and nothing has been done by the trustees to meet the conditions under which the dean's resignation was withdrawn.

Under pressure from the trustees and the Budget Committee, the budget of this school has been kept at a point too low to sustain the academic ideals which were adopted as a minimum standard. When the dean was compelled to reduce his budget, it was necessary to omit those offerings which were least profitable financially. First, the number of professors was reduced and the size of classes enlarged; second, the graduate offerings were reduced, because graduate instruction is more expensive than undergraduate instruction; third, bilingual and social service courses were dropped, because, while there is great social need for these courses, there is less popular demand for them, and the wages in this field are lower than in some other fields; fourth, laboratories and field supervisors were removed before formal class-room work was omitted, because professional efficiency could be surrendered with less loss of support than would follow a breach of academic regularity. This continued sacrifice of *quality* in the interest of *cheapness* has reached a point where the academic self-respect of the educational staff can no longer be retained unless there is immediate and substantial relief. It was this condition which led the dean to incorporate into his annual report to the president of the university the following paragraph:

"*The rapid growth of the enrolment in this school without a corresponding increase in financial support has produced a number of very serious problems. Crowded classrooms, limited equipment, an inadequate number of professors, diminishing scholarship allowances for worthy students, etc., are sure to reduce educational efficiency and lead to loss of professional prestige. The Trustees need to be reminded that a serious crisis now exists in the affairs of this school. Nothing but disaster lies ahead unless immediate financial relief is secured. During the past ten years it has been demonstrated that the world wants and needs the product of this school; it now remains to be seen whether or not Boston University can sustain the school which has grown up under its auspices during the decade now closing.*" (Reports of the President and Treasurer of the University, *Boston University Bulletin*, October 11, 1928, p. 55.)

The dean wishes to underscore this paragraph that it may not escape the attention of the president and trustees at this time.

The following four chapters will present certain specific financial problems which are deemed worthy of the consideration of the trustees and their administrative officers.

CHAPTER V

The Educational Plant and Its Maintenance

The first home of this school was the Walker Building, 525 Boylston Street, now occupied by the College of Business Administration. Mr. George F. Willett, without whose vision and generous aid this educational enterprise would not have been undertaken by the university, had negotiated an advantageous contract with the Massachusetts Institute of Technology for the Walker Building as the home of the proposed School of Community Service and he had invested $60,000 in its remodeling for the use of the new school. It was fitting that this school, which had been called into being as a department of the School of Community Service, should be housed in the remodeled Walker Building and enjoy the low housing costs of that building.

At the close of the first year, the Executive Committee of the trustees of the University ordered the school removed from the Walker Building to a remodeled store building at 607 Boylston Street. The College of Business Administration has since that time been the beneficiary of low housing costs originally provided for this school. From this time on until its tenth year, this school paid commercial rental for its school-buildings. The quarters at 607 Boylston Street were inadequate from the first, and by the close of the second year at that location they were intolerable. From 607 Boylston Street the school removed to the Suffolk Law School Building at 18 Derne Street on Beacon Hill. The law school occupied the building by night, and the School of Religious Education and Social Service occupied it by day. This building was also

inadequate from the first. At the close of a three-year tenancy in this building the school moved to its present quarters at 20 Beacon Street, with additional space in the basement of the Congregational Building, 14 Beacon Street; 24 Mount Vernon Street; and the Bulfinch Place Church.

Table 3 shows the growth in the cost of rental and plant maintenance as compared with the growth in enrolment from 1918–1919 to 1927–1928, inclusive. (See Chart III.)

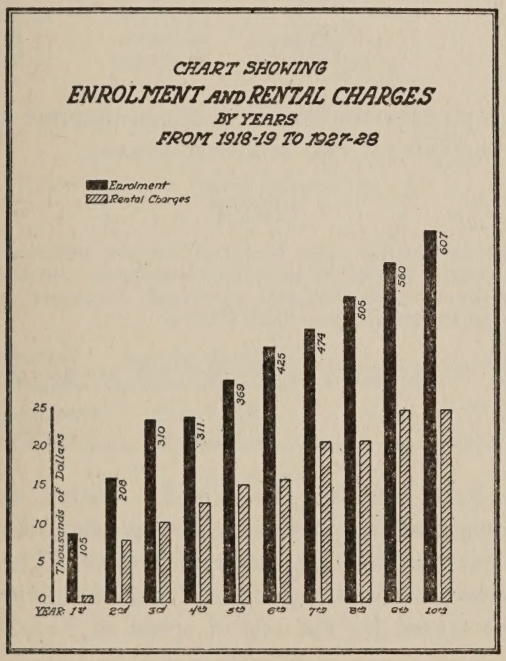

CHART III

A study of this table will show that the annual cost of housing the instructional program of this school is now approximately equal to the income on $500,000. Even with this large expenditure, the school is very inadequately housed.

TABLE 3

SHOWING ENROLMENT AND RENTAL AND PLANT MAINTENANCE FOR BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Enrolment*	*Rental Charges*	*Location of school*
1918–19	105	0	525 Boylston Street
1919–20	208	$7,772.82	607 Boylston Street
1920–21	310	9,795.39	607 Boylston Street
1921–22	311	13,685.80	18 Derne Street
1922–23	369	14,914.72	18 Derne Street
1923–24	425	15,382.35	18 Derne Street
1924–25	474	21,019.45	20 Beacon Street
1925–26	505	20,825.59	20 Beacon Street
1926–27	560	24,324.64	20 Beacon Street
1927–28	607	24,331.34	20 Beacon Street

Table 4 compares the rental and maintenance costs with the tuition receipts for two academic years.

TABLE 4

SHOWING COST OF RENTAL AND MAINTENANCE OF BUILDINGS USED BY BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE FOR SCHOOL YEARS 1926–1927 AND 1927–1928, INCLUSIVE, AND TUITION RECEIPTS FROM PUPILS FOR THE SAME PERIOD

Year	*Rentals and care of buildings*	*Tuition receipts*	*Percentage*
1926–27	$30,610.27	$100,079.53	30.5
1927–28	24,331.34	115,136.60	21.0

Of every $250 paid by students for tuition, $76.25 was expended for rental and care of class-rooms in 1926–1927, and $50.50 was paid for this purpose in 1927–1928. The reduction was not due to a saving in operations, but to a nominal charge made to the school for the use of space in Fox Hall. (See Chart IV.)

All space occupied by an educational institution is, for purposes of computing comparative costs, divided into three classes: (1) *Instruction:* class-rooms, laboratories, and the like; (2) *Accessory:* halls, libraries, heating-plants, and the like; and (3) *Combined:* chapels, gymnasiums, and the like, which may be used both for instruction and for other purposes. This

school uses certain rented space for which it gets 100 per cent returns, because it pays only for the time the space is occupied.

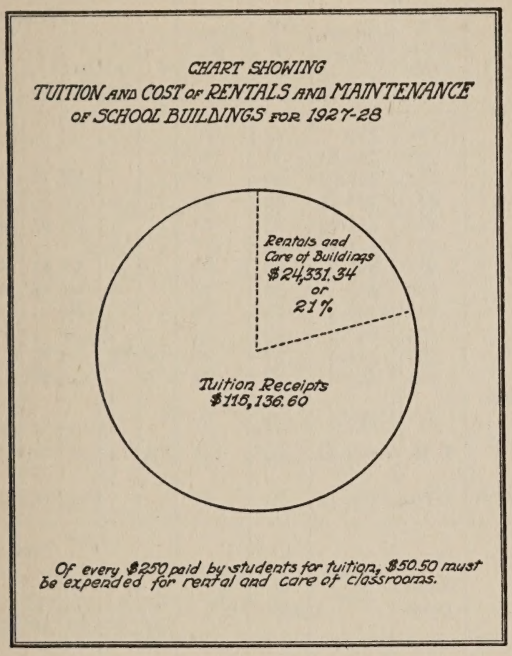

CHART IV

Table 5 shows that this school uses a much larger proportion of its space for instruction than Transylvania College and William Woods College, concerning which comparative figures are available.

TABLE 5

CLASSIFICATION OF BUILDING SPACE

	Instruction	*Accessory*	*Combined*
B. U. S. R. E. S. S.	$9,512.57 (53.49%)	$8,269.88 (46.51%)	....
Rented (S. T.)	$1,117.90 (100%)	....	$3,884.24 (100%) (Cong. Bldg.)
Transylvania College . .	16.3%	68.8%	17.0%
William Woods College . .	27.4%	55.7%	13.9%

TABLE

SHOWING DISTRIBUTION OF CLASSES IN THE BUILDINGS OCCUPIED BY BOSTON ONE WEEK DURING SECOND

Building	*No. class-room*	*Square feet*	*No. of seats*	*Capacity*	*Monday* 8:30	9:30	10:30	11:30	1:30	2:30	3:30	4:30
Claflin . . .	501	300	22	16	..	..	..	..	..	..	..	..
Claflin . . .	502	390.83	36	22	..	..	..	..	..	..	..	..
Claflin . . .	401	292.63	50	16	..	..	16	26	..	..	..	..
Claflin . . .	402	581.25	85	32	..	x	32	85	41	52	..	..
Claflin . . .	404	737.05	85	41	..	..	86	93	48	..	..	..
Claflin . . .	301	311.37	35	17	..	23	..	..	..	..	..	..
Claflin . . .	303	436.9	60	25	7	..	30	35	23	9	9	..
Fox Hall . .	103	513	35	28	..	22	19	15	22	..	..	..
Fox Hall . .	202	1193.5	125	66	..	..	86	..	..	..	..	47
Fox Hall . .	204	241.5	18	14	..	8	5	..	..	22	..	..
Fox Hall . .	302	524.4	77	29	48	69	..	23	..	77	..	..
Fox Hall . .	303	440.8	46	24	10	..	..	26	..	9	12	..
School of Theology . . .	A	1117.9	155	62	..	..	..	..	..	..	..	..
Congregational Building . .	P.H.	2700.90	300	145	123	..	..	..	..	..	..	..
Bulfinch Church	Gym.	1163.34	64	64	..	..	..	..	..	..	..	11

Building	*No. class-room*	*Square feet*	*No. of seats*	*Capacity*	*Thursday* 8:30	9:30	10:30	11:30	1:30	2:30	3:30	4:30
Claflin . . .	501	300	22	16	..	..	..	C*	..	..	..	..
Claflin . . .	502	390.83	36	22	..	..	..	C	12	13	..	..
Claflin . . .	401	292.63	50	16	..	4	2	C	..	..	..	..
Claflin . . .	402	581.25	85	32	..	54	81	C	63	63	..	..
Claflin . . .	404	737.05	85	41	5	5	..	C	..	116	116	..
Claflin . . .	301	311.37	35	17	..	..	15	C	16	..	..	..
Claflin . . .	303	436.9	60	25	12	55	11	C	38	..	..	..
Fox Hall . .	103	513	35	28	..	..	..	C	29	21	..	4
Fox Hall . .	202	1193.5	125	66	..	19	..	C	..	..	..	..
Fox Hall . .	204	241.5	18	14	..	..	..	C	6	..	..	..
Fox Hall . .	302	524.4	77	29	15	63	..	C	28	10	..	5
Fox Hall . .	303	440.8	46	24	..	..	..	C	..	..	..	..
School of Theology . . .	A	1117.9	155	62	101	..	..	..	..	..	..	..
Congregational Building . .	P.H.	2700.90	300	145	..	..	113 (12:30	C	116 –24)	..	..	..
Bulfinch Church	Gym.	1163.34	64	64	..	55	..	C	..	..	..	..

* C—Chapel Period.

6

UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE FOR SEMESTER, 1926–1927

Tuesday								*Wednesday*							
8:30	9:30	10:30	11:30	1:30	2:30	3:30	4:30	8:30	9:30	10:30	11:30	1:30	2:30	3:30	4:30
..	..	..	C	..	..	..	..	..	..	..	10	..	14	14	..
..	..	..	C	..	..	..	..	..	..	..	..	12	13	..	..
..	4	2	C	..	..	..	..	..	..	16	26	..	..	..	..
..	54	81	C	63	63	..	..	..	X	32	85	41	52	..	..
10	10	..	C	..	116	116	..	..	77	86	93	..	..	..	..
..	..	15	C	16	..	..	..	..	23	..	..	16	..	..	..
12	55	11	C	38	..	..	..	7	12	30	35	23	..	..	..
..	..	..	C	..	21	21	..	..	22	19	15	23	..	..	..
..	19	..	C	..	..	..	..	..	..	86	..	40	..	102	47
..	..	..	C	6	..	..	..	..	8	..	..	..	22	..	..
15	63	..	C	28	10	..	5	69	..	..	23	..	77	..	..
..	..	..	C	..	..	..	..	10	..	..	26	..	9	12	..
101	..	..	C	..	..	..	..	101	..	..	..	..	..	..	..
..	..	113	C	116	..	..	..	123	..	..	..	..	..	..	..
		(12:30–		24)											
..	..	55	C	..	..	..	..	..	..	..	8	51	..	..	..
		(12:30–		16)											

Friday								
8:30	9:30	10:30	11:30	1:30	2:30	3:30	4:30	*Total*
..	..	..	..	..	..	..	..	4
..	..	..	..	12	13	..	..	4
..	..	16	26	..	..	..	..	10
..	X	32	5	41	52	..	..	20
..	77	48	93	..	16	11	11	20
..	..	2	1	..	..	2	2	11
..	12	..	35	19	..	..	..	22
..	23	..	..	23	..	..	..	16
..	..	86	..	40	..	102	..	11
..	..	..	..	..	22	..	..	8
48	69	..	23	..	77	..	..	21
10	..	..	26	..	9	12	..	12
101	..	..	..	..	..	..	..	4
123	..	..	..	..	..	..	..	11
..	..	..	..	51	..	11	..	8
								182

24.4% or 52.3%

18.5% or 36.2%

100%

100%

100%

Table 6 shows the utilization of class-room space available for this school. The following standards have been developed by experts for measuring the utility of instructional space.[1]

Class-room space is 18 sq. ft. per student; Laboratory Space is 25 sq. ft. per student. The United States Bureau Survey of the State Institutions of Iowa adopted forty-four periods as the total weekly capacity of a college class-room. The American Council on Education regards thirty hours as a proper weekly load for a class-room. (See page 119 of *Unit Costs of Higher Education.*) This school has adopted thirty-eight periods as a total weekly class-room load.

The total number of seats in all class-rooms and laboratories multiplied by thirty-eight gives the total weekly seating capacity for purposes of instruction. This product divided into the sum of all the seats used by students during a school week gives the percentage of instruction space actually utilized. A similar method will give the percentage of the approved capacity used each week.

Table 6 shows that all of the chairs that can be crowded into the Claflin Building class-rooms are filled 24.4 per cent of the time for thirty-eight hours a week, and that all of the chairs that proper sanitary regulations would permit are filled 52.3 per cent of the thirty-eight available hours for class-room work each week. Columns 4 and 5 from the left of Table 6 clearly show the congestion of class-rooms. For example, in the Claflin Building, Room 401 has a capacity for sixteen pupils at 18 sq. ft. per pupil; it now seats fifty pupils. Room 402 should seat thirty-two pupils; it now seats eighty-five.

[1] For other studies of the utility of a school plant, see Chap. XII, "State Higher Educational Institutions of Iowa," United States Department of the Interior, Bureau of Education, Bulletin, 1916, No. 19; and Chap. IX, "Report of a Survey of the State Institutions of Higher Learning in Indiana."

See also p. 83 of *Unit Costs of Higher Education.* This report recommends 200 sq. ft. per student for instruction space. At $7.50 per sq. ft., the cost of providing instruction space would be $1,500 per student.

The Seventeenth Biennial Report of the Board of Regents of the University of Washington, January, 1923, p. 38, and W. H. Allen's *Self-Surveys by Colleges and Universities*, pp. 138–144, are other helpful references.

The class-rooms in Fox Hall are equally congested. Room 202 has a capacity for sixty-six; it now seats 125. Room 302 has a capacity for twenty-nine; it now seats seventy-seven. These are typical. If more large class-rooms were available for large classes; or if more teachers would permit smaller class units, a larger utility percentage of class-room space would be possible. Under present circumstances, a very high utility percentage is secured. This is shown by a comparison of the utility percentages in Claflin Building and Fox Hall class-rooms with the percentages in four colleges for which comparative figures are available. (See Table 7.)

TABLE 7

SHOWING AVERAGE USE OF INSTRUCTIONAL SPACE IN TERMS OF A PERCENTAGE OF CAPACITY OF FIVE COLLEGES

Institution	*Average use in terms of percentage of capacity*	*Year*
University of Iowa	19.8	1916
Iowa State Teachers College	23.9	1916
Transylvania College	13.9	1925
William Woods College	18.2	1925
Claflin Building	24.4	1926–27
Fox Hall	18.5	1926–27

Table 8 shows the comparatively high percentage of use of the class-room utility in Claflin Building and the class-rooms in Fox Hall, as compared with five other colleges of similar size for which data are available.

TABLE 8

SHOWING AVERAGE USE OF INSTRUCTIONAL SPACE IN TERMS OF A PERCENTAGE OF APPROVED CAPACITY OF SIX COLLEGES

Institution	*Average use in terms of percentage of capacity*	*Year*
Bethany College	10.5	1925
Culver Stockton College	9.05	1925
William Woods College	12.8	1925
Lynchburg College	13.7	1925
Christian College	21.8	1925
Claflin Building	52.3	1926
Fox Hall	36.2	1926

Table 9 shows that space available for instruction in seven other colleges is from three and one-half to six and one-half times as great as it is in this school.

TABLE 9

SHOWING INSTRUCTIONAL SPACE PER STUDENT IN EIGHT INSTITUTIONS

Institution	*Square feet per student*
Boston University School of Religious Education and Social Service*	20.45
Purdue University	131.7
Iowa State College of Agriculture	111.2
State University of Iowa	94.1
William Woods College	86.4
State College of Washington	82.7
University of Oregon	76.8
University of Washington	70.6

* Based on average full-time load of 465 students for academic year 1926–1927.

TABLE 10

SHOWING AMOUNT OF FLOOR-SPACE PROVIDED PER STUDENT IN SEVEN COLLEGES

Institution	*No. square feet per student*	*Year of survey*
Boston University School of Religious Education and Social Service	38.2	1927–28
University of Kentucky	137.0	1923
Hiram College	210.0	1925
University of Nevada	237.0	1917
State University of Iowa	238.0	1916
Iowa State College of Agriculture	249.0	1916
William Woods College	316.0	1926

The foregoing tables will be illuminated by the following catalogue of housing deficiencies of this school:

a. The rest rooms for men and women are small, dark, poorly ventilated basement rooms.

b. There are no common rooms where men and women can meet for conference or informal group activities.

c. Halls and stairways are small and dark—totally inadequate for a student body of 600 people.

d. The physical laboratories are inadequate and poorly equipped.

e. There are no quarters for the courses in fine arts—no place for costume construction, stage designing, rehearsals, and similar activities.

f. The library is not only too small to serve the present student body; it is also a general passageway from class-rooms to the women's rest and locker rooms.

g. The school has no chapel or assembly room of its own—those rented are unsatisfactory and expensive.

h. Class-rooms and professors' offices are inadequate.

i. The school has no recreation rooms or gymnasium for either men or women—the small gymnasium rented for women is inadequate and expensive. (See later section of this report.)

j. Dormitory facilities for men and women are inadequate. (See later section of this report.)

Tables 5 to 10 give convincing evidence that this school makes good use of the inadequate space at its disposal. Tables 3 and 4 show that the inadequate space makes a very large drain on the annual budget of this school. Colleges usually own their buildings and grounds and do not need to add rental or housing charges to the cost of operation. Funds are needed at once to provide adequate quarters for the educational activities of this school and for the housing of students, and to relieve the current educational budget of the cost of housing.

CHAPTER VI

Cost of Instruction

I UNITS OF COSTS DEFINED

Educational administrators have created and standardized certain units of *service* which are useful in measuring educational costs as well as in the scientific supervision of the educational processes.

The two "units" of this character most commonly used in computing educational costs are (1) *credit hour* and (2) *student clock hour*. A credit hour is one class recitation period of from fifty to sixty minutes each week for a semester of eighteen weeks. A class reciting three fifty-minute to sixty-minute periods a week for eighteen weeks would entitle each of its pupils making satisfactory grades to three credit hours. One hundred and twenty such credit hours are usually required for a baccalaureate degree. Thirty credit hours constitute a normal year's work. Fifteen credit hours constitute a normal semester's program for a college student.

A clock hour is a class hour of from fifty to sixty minutes for one pupil. If a class of twelve pupils recites one period of fifty to sixty minutes three times a week, thirty-six weekly clock hours are credited to the instructor.

Two hours of non-preparation laboratory work equal one hour of class-room work. In general, each hour of class-room work presupposes two hours of preparation. A normal pupil's load for each week is fifteen recitation hours and thirty preparation hours, or a total of forty-five hours. One clock hour for the pupil is one hour of recitation plus two hours of preparation, or three hours of pupil effort.

II THE TEACHING LOAD

A professor's teaching load depends upon (1) the hours employed, (2) the character of service rendered, (3) the number of students enrolled, and (4) the grade and capacity of the students. In general, a professor teaching undergraduate students should have a teaching schedule of from twelve to sixteen hours a week, and a professor teaching graduate students should have a teaching schedule of from eight hours to twelve hours a week. In general, the ideal class should not exceed thirty pupils, and the number of weekly student clock hours charged to one professor should not be less than 250 nor more than 300. These limitations have grown out of considerations including the personal attention of the professor to the individual pupil, frequent private conferences, and the like, and the health, professional growth, and cultural development of the professor. The actual size of the class is a relatively minor matter, provided the elements of student and faculty growth are preserved.[1]

In order that all pupils may have the inspiration of the outstanding professors on a college faculty, and in order that the largest economies in cost may be practised, it is important that great teachers should cultivate the art of conducting large classes efficiently. As classes grow larger, readers, coaches, and other helpers should be provided to assist the major professor, and class-room facilities and measuring devices should be adjusted accordingly, in order that the quality of work may not be lowered by the enlargement of class registration.

To illustrate the teaching load in this school, the academic year 1926–1927 has been chosen as typical of present conditions. Tables 11 and 12 list the teaching load of each instructor by courses and by semesters, and Tables 13 and 14 summarize the teaching loads by instructors and by semesters. Table 15 summarizes the student clock hours carried by the various instructors as shown in Tables 13 and 14, and shows

[1] See Erickson and Buchtor, *Class Size at the University Level* (University of Minnesota, Minneapolis).

both the actual clock hours carried by each instructor and the relative clock-hour load of each instructor when compared with the percentage of time the instructor is employed for teaching purposes in this school. The columns which show the relative load are of greatest significance. Instructors carrying more than 300 student clock hours tend to lower their educational efficiency and endanger the academic standing of this school, while those who carry fewer than 250 weekly student clock hours tend to raise the clock-hour cost to an unreasonable height and to lower educational results because of the lack of student enthusiasm in very small classes. (See Charts V and VI.)

TABLE II

PROFESSORS' TEACHING LOAD, FIRST SEMESTER, 1926–1927

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Andrew . .	II, 9	69	3	207	207	3,726	3,726
	II, 11	12	3	36	36	648	648
	XII, 20	9	3	27	27	486	486
	XII, 24	86	3	258	258	4,644	4,644
Total . .	4	176	12	528	528	9,504	9,504
Andrews . .	XIII, 1	45	3	270	270	4,860	4,860
Armstrong . .	I, 12	16	1	16	16	288	288
Bailey . . .	X, 1	40	2	80	80	1,440	1,440
	X, 22	102	2	204	204	3,672	3,672
Total . .	2	142	4	284	284	5,112	5,112
Blackburn . .	XI, 1	11	2	22	22	396	396
	XI, 4	55	1	27.5	55	990	660
	XI, 6	16	1	16	16	288	288
	XI, 8	8	1	4	8	144	96
Total . .	4	90	5	69.5	101	1,818	1,440
Booth . . .	XII, 1	21	2	42	42	756	756
	XII, 3	29	2	58	58	1,044	1,044
	XII, 7	19	2	38	38	684	684
	XII, 9	15	2	30	30	540	540
	XII, 11	4	2	8	8	144	144
Total . .	5	88	10	176	176	3,168	3,168

TABLE 11 — *continued*

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Bray . . .	X, 24	28	2	56	56	1,008	1,008
	X, 26	10	2	20	20	360	360
	X, 28	5	2	10	10	180	180
Total . .	3	43	6	86	86	1,548	1,548
Brooks . . .	V, 1	116	3	348	348	8,358	6,960
	V, 4	10	2	20	40	720	600
	V, 6	5	2	10	20	360	300
Total . .	3	131	7	378	408	9,438	7,860
Carroll . . .	II, 1	30	3	90	90	1,620	1,620
	II, 3	15	2	30	30	540	540
	II, 5	10	1	20	30	540	420
Total . .	3	55	6	140	150	2,700	2,580
Clelland . .	I, 7	81	2	162	162	2,916	2,916
	I, 9	54	2	108	108	1,944	1,944
Total . .	2	135	4	270	270	4,860	4,860
Coburn . . .	III, 1	93	3	279	279	5,022	5,022
	III, 10	55	2	110	110	1,980	1,980
	III, 12	23	2	46	46	828	828
Total . .	3	171	7	435	435	7,830	7,830
Dupertuis . .	XIV, 1	41	3	123	123	2,214	2,214
	XIV, 3	52	3	156	156	2,808	2,808
	XIV, 5	16	2	32	32	576	576
Total . .	3	109	8	311	311	5,598	5,598
Fauteaux . .	XIII, 1	44	3	264	264	4,752	4,752
Giambarresi .	XIV, 7	26	3	78	78	1,404	1,404
	XIV, 9	10	3	30	30	540	540
Total . .	2	36	6	108	108	1,944	1,944
Hannay. . .	XIII, 3	63	3	189	189	3,402	3,402
	XIII, 5	48	2	96	96	1,728	1,728
	XIII, 7	77	3	231	231	4,158	4,158
	XIII, 9	15	2	30	30	540	540
Total . .	4	203	10	546	546	9,828	9,828

TABLE 11 — *continued*

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Hanson	VII, 3	77	2	154	154	2,772	2,772
	VII, 9	12	2	24	24	432	432
	VII, 12	38	2	76	76	1,368	1,368
	VII, 13	13	2	39	52	936	800
Total	4	140	8	293	306	5,508	5,372
K. Hardwick	VIII, 3	9	2	18	18	324	324
Hoffman	XIII, 17	48	2	96	96	1,728	1,728
Jackson	X, 15	24	2	24	48	864	543
Marlatt	IV, 1	113	2	226	226	4,068	4,068
	IV, 3	63	2	126	126	2,268	2,268
	IV, 7	14	2	28	28	504	504
	VII, 1	101	4	404	404	7,272	7,272
Total	4	291	10	784	784	14,112	14,112
Mayer	VII, 20	85	3	255	255	4,590	4,590
	VII, 22	16	3	48	48	864	864
	VII, 25	4	2	8	8	144	144
	VII, 27	2	2	4	4	72	72
Total	4	107	10	315	315	5,670	5,670
Munkres	VII, 30	12	2	24	24	432	432
	VII, 32	35	3	105	105	1,890	1,890
	VII, 40	11	2	22	22	396	396
Total	3	68	7	151	151	2,718	2,718
Niebuhr	III, 8	23	2	46	46	828	828
	VII, 34	19	2	38	76	1,228	1,146
Total	2	42	4	84	122	2,056	1,974
Nowlan	VII, 6	19	2	38	38	684	684
Pierce	VIII, 1	2	2	4	4	72	72
Ripley	X, 30	11	2	22	22	396	396
Simmons	X, 13	47	2	47	94	1,692	1,128
Speaker	VIII, 5	6	2	12	12	216	216
	VIII, 9	8	2	16	16	288	288
	VIII, 10	5	2	10	10	180	180
Total	3	19	6	38	38	684	684

TABLE 11 — *continued*

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Thomas . . .	X, 3	86	2	172	172	3,096	3,096
	X, 9	7	2	14	14	252	252
	X, 17	12	2	24	24	432	432
Total . .	3	105	6	210	210	3,780	3,780
Warmingham .	I, 1	123	3	369	369	6,642	6,642
	I, 4	26	3	78	78	1,404	1,404
	I, 5	63	2	126	126	2,268	2,268
	I, 11	32	3	96	96	1,728	1,728
Total . .	4	244	11	669	669	12,042	12,042
Webb . . .	XII, 14	2	1	2	2	36	36
	XII, 16	1	1	1	1	18	18
Total . .	2	3	2	3	3	54	54
GRAND TOTAL	77	2,663	169	6,677.5	6,858	125,632	122,453

TABLE 12

PROFESSORS' TEACHING LOAD, SECOND SEMESTER, 1926–1927

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Andrew . .	II, 12	8	3	24	24	432	432
	XII, 21	16	3	48	48	864	864
	XII, 23	35	3	105	105	1,890	1,890
	XII, 25	91	3	273	273	4,914	4,914
Total . .	4	150	12	450	450	8,100	8,100
Andrews . .	XIII, 1	43	3	256	256	4,644	4,644
Armstrong . .	III, 5	23	2	46	46	828	828
Athearn . .	VII, 5	102	4	408	408	7,344	7,344
Blackburn . .	XI, 2	9	2	18	18	324	324
	XI, 5	43	1	21.5	43	794	529
	XI, 7	10	1	10	10	180	180
	XI, 9	14	1	7	14	252	178
	XI, 11	4	1	4	4	72	72
Total . .	5	80	6	60.5	89	1,622	1,283

TABLE 12 — *continued*

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Booth . .	XII, 2	18	2	36	36	648	648
	XII, 4	28	2	56	56	1,008	1,008
	XII, 8	20	2	40	40	720	720
	XII, 10	17	2	34	34	612	612
	XII, 12	3	2	6	6	108	108
Total . .	5	86	10	172	172	3,096	3,096
Bray . . .	X, 25	22	2	44	44	792	792
	X, 27	5	2	10	10	180	180
	X, 29	5	2	10	10	180	180
Total . .	3	32	6	64	64	1,152	1,152
Brooks . . .	V, 2	102	2	306	408	7,344	6,120
	V, 5	33	2	66	132	2,376	1,980
	V, 7	19	2	38	76	1,368	1,142
	VII, 28a	11	1	11	11	198	198
Total . .	4	165	7	421	627	11,286	9,440
Carroll . . .	II, 2	33	3	99	99	1,782	1,782
	II, 4	14	2	28	28	504	504
	II, 6	9	1	18	27	486	378
Total . .	3	56	6	145	154	2,772	2,664
Clelland . .	I, 8	75	2	150	150	6,200	6,200
	I, 10	57	2	114	114	3,192	3,192
Total . .	2	132	4	264	264	9,392	9,392
Coburn . . .	III, 2	78	3	234	234	4,212	4,212
	III, 11	38	2	76	76	1,368	1,368
	III, 13	21	2	42	42	756	756
	III, 16	14	2	28	28	504	504
Total . .	4	151	9	380	380	6,840	6,840
Dupertuis . .	XIV, 2	33	3	99	99	1,782	1,782
	XIV, 4	46	3	138	138	2,484	2,484
	XIV, 6	10	2	20	20	360	360
Total . .	3	89	8	257	257	4,626	4,626

TABLE 12 — *continued*

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hrs.*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Fauteaux . .	XIII, 1	45	3	270	270	4,860	4,860
Giambarresi .	XIV, 8	25	3	75	75	1,350	1,350
	XIV, 10	7	3	21	21	378	378
Total . .	2	32	6	96	96	1,728	1,728
Hannay. . .	XIII, 4	26	2	52	52	936	936
	XIII, 6	42	2	84	84	1,512	1,512
	XIII, 8	75	3	225	225	4,050	4,050
	XIII, 10	15	2	30	30	540	540
Total . .	4	158	9	391	391	7,038	7,038
Hanson . . .	III, 4	66	2	132	132	2,376	2,376
	VII, 10	11	2	22	22	396	396
	VII, 11	33	2	66	66	1,188	1,188
	VII, 14	11	2	33	44	792	660
Total . .	4	121	8	253	264	4,752	4,620
K. Hardwick .	VIII, 4	6	2	12	12	216	216
Jackson . . .	X, 16	17	2	17	34	612	408
Leavitt . . .	V, 3	25	2	50	50	1,800	1,800
Marlatt . . .	IV, 2	104	2	208	208	3,744	3,744
	IV, 4	48	2	96	96	1,728	1,728
	XIII, 16	40	2	80	80	1,440	1,440
Total . .	3	192	6	384	384	6,912	6,912
Mayer . . .	III, 9	33	2	66	66	1,188	1,188
	VII, 19	11	2	33	33	594	594
	VII, 21	35	3	105	105	1,890	1,890
	VII, 23	8	3	24	24	432	432
	VII, 26	3	2	6	6	108	108
	VII, 28	12	2	24	24	432	432
Total . .	6	102	14	258	258	4,644	4,644
McConnell . .	VIII, 15	14	2	28	28	504	504
Munkres . .	VII, 33	29	3	87	87	1,566	1,566
	VII, 39	27	2	54	54	972	972
Total . .	2	56	5	141	141	2,538	2,538

TABLE 12 — *continued*

Instructors	*No. of course*	*No. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Instr. weekly clock-hour load*	*Student clock hours*	*Student weighted clock hours*
Niebuhr . .	VII, 35	14	2	28	28	504	504
	VII, 41	17	2	34	34	612	612
Total . .	2	31	4	62	62	1,116	1,116
Nowlan . . .	VII, 7	26	2	52	52	936	936
Perkins . . .	XIII, 18	24	2	48	48	864	864
Pierce . . .	VIII, 2	7	2	14	14	252	252
Reimer . . .	XII, 13	12	2	24	24	432	432
Simmons . . .	X, 14	51	2	51	102	1,836	1,224
Smith . . .	X, 7	63	2	126	126	2,268	2,268
	X, 8	14	1	14	14	252	252
	X, 12	19	3	57	57	626	626
Total . .	3	96	6	197	197	3,146	3,146
Speaker . . .	II, 10	36	3	108	108	1,944	1,944
	VIII, 6	4	2	8	8	144	144
	VIII, 8	6	2	12	12	216	216
	VIII, 11	4	2	8	8	144	144
Total . .	4	50	9	136	136	2,448	2,448
Thomas. . .	X, 4	15	2	30	30	540	540
	X, 5	56	2	112	112	2,016	2,016
	X, 10	9	2	18	18	324	324
Total . .	3	80	6	160	160	2,880	2,880
Warmingham .	VII, 2	21	3	63	63	1,134	1,134
	I, 2	121	3	363	363	6,534	6,534
	I, 3	15	3	45	45	810	810
	I, 6	70	2	140	140	2,520	2,520
	IV, 10	66	3	198	198	3,564	3,564
Total . .	5	292	14	809	809	14,562	14,562
Webb . . .	XII, 13	2	1	2	2	36	36
	XII, 17	3	1	3	3	54	54
Total . .	2	5	2	5	5	90	90
GRAND TOTAL	83	2,469	179	6,158	6,481	123,868	122,627

TABLE 13

SUMMARY OF TEACHING LOAD BY INSTRUCTORS, FIRST SEMESTER, 1926–1927

Instructor	*No. courses taught*	*No. weekly prep. hrs.*	*Total stud. sem. cr. hrs.*	*Instr. wkly. clock-hour load*	*Instr. wkly. weighted stud. hrs.*
Andrew	4	12	528	528	528
Andrews	1	3	270	270	270
Armstrong	1	1	16	16	16
Bailey	2	4	284	284	284
Blackburn	4	5	69.5	101	80
Booth	5	10	176	176	176
Bray	3	6	86	86	86
Brooks	3	6	378	408	436.6
Carroll	3	6	140	150	143.3
Clelland	2	4	270	270	270
Coburn	3	7	435	435	435
Dupertuis	3	8	311	311	311
Fauteaux	1	3	264	264	264
Giambarresi	2	6	108	108	108
Hannay	4	10	546	546	546
Hanson	4	8	293	293	298.5
K. Hardwick	1	2	18	18	18
Hoffman	1	2	96	96	96
Jackson	1	2	24	48	30.2
Marlatt	4	10	784	784	784
Mayer	4	10	315	315	315
Munkres	3	7	151	151	151
Niebuhr	2	4	84	122	109.66
Nowlan	1	2	38	38	38
Pierce	1	2	4	4	4
Ripley	1	2	22	22	22
Simmons	1	2	47	94	62.66
Speaker	3	6	38	38	38
Thomas	3	6	210	210	210
Warmingham	4	11	669	669	669
Webb	2	2	3	3	3
GRAND TOTAL	77	169	6,677.5	6,858	6,802.92

TABLE 14

SUMMARY OF TEACHING LOAD BY INSTRUCTORS, SECOND SEMESTER 1926–1927

Instructor	*No. courses taught*	*No. weekly prep. hrs.*	*Total stud. sem. cr. hrs.*	*Instr. weekly clock-hour load*	*Instr. weekly weighted stud. hrs.*
Andrew	4	12	450	450	450
Andrews	1	3	256	256	256
Armstrong	1	2	46	46	46
Athearn	1	4	408	408	408
Blackburn	5	6	60.5	89	70.68
Booth	5	10	172	172	172
Bray	3	6	64	64	64
Brooks	4	7	421	627	524.5
Carroll	3	6	145	154	148
Clelland	2	4	264	264	264
Coburn	4	9	380	380	380
Dupertuis	3	8	257	257	257
Fauteaux	1	3	270	270	270
Giambarresi	2	6	96	96	96
Hannay	4	9	391	391	391
Hanson	4	8	253	264	256.33
Hardwick, K.	1	2	12	12	12
Jackson	1	2	17	34	34
Leavitt	1	2	50	50	50
Marlatt	3	6	384	384	384
Mayer	6	14	258	258	258
McConnell	1	2	28	28	28
Munkres	2	5	141	141	141
Niebuhr	2	4	62	62	62
Nowlan	1	2	52	52	52
Perkins	1	2	48	48	48
Pierce	1	2	14	14	14
Reimer	1	2	24	24	24
Simmons	1	2	51	102	68
Smith	3	6	197	197	197
Speaker	3	6	28	136	136
Thomas	3	6	160	160	160
Warmingham	4	11	746	809	809
Webb	2	2	5	5	5
GRAND TOTAL	83	179	6,158.5	6,481	6,311

TABLE 15

SHOWING ACTUAL LOAD OF PROFESSORS AND RELATIVE LOAD FOR SEMESTER IN STUDENT CLOCK HOURS, 1926–1927

Instructor	*Per cent of time employed*	*Student clock hours* — *First semester* — *Actual load*	*First semester* — *Relative load*	*Second semester* — *Actual load*	*Second semester* — *Relative load*
Andrew	100	528	528	450	450
Andrews	50	270	540	256	512
Armstrong	17	16	94.1	46	270.5
Athearn	16.7	..	..	408	2,443.1
Bailey	25	284	1,136	..	..
Blackburn	50	101	202	89	178
Booth	100	176	176	172	172
Bray, etc.	41.5	86	207.2	64	1,542.1
Brooks	66.7	408	611.6	427	640.1
Carroll	75	150	200	154	205.2
Coburn	75	435	580	380	506.6
Clelland	35	270	771.4	264	754.2
Dupertuis	66.7	311	466.2	257	385.3
Fauteaux	50	264	528	270	540
Giambarresi	22.5	108	480	96	426.6
Hannay	100	546	546	391	391
Hanson	100	293	293	264	264
Hardwick, K.	16.7	18	107.7	12	71.8
Hoffman	12.5	96	768	..	..
Jackson	12.5	48	384	34	272
Leavitt	8.3	..	..	50	602.4
Marlatt	100	784	784	384	384
Mayer	100	315	315	258	258
Munkres	94	151	160.6	141	150
McConnell	8.3	..	..	28	337.3
Niebuhr	25	122	488	62	248
Nowlan	16.7	38	227.5	52	311.3
Perkins	12.5	..	..	48	384
Pierce	16.7	4	23.9	14	83.8
Reimer	8.3	..	..	24	289.1
Ripley	8.3	22	265	..	..
Simmons	12.5	94	752	102	816
Speaker	100	38	38	136	136
Smith	46.5	..	..	197	423.6
Thomas	53.4	210	393.2	160	299.6
Warmingham	100	669	669	809	809
Webb	20	3	15	5	25

For administrative purposes a table like Table 15 is of very great value to the dean. It enables him to seek ways of giving relief to overworked professors and of readjusting the programs of those whose load is unjustifiably low.

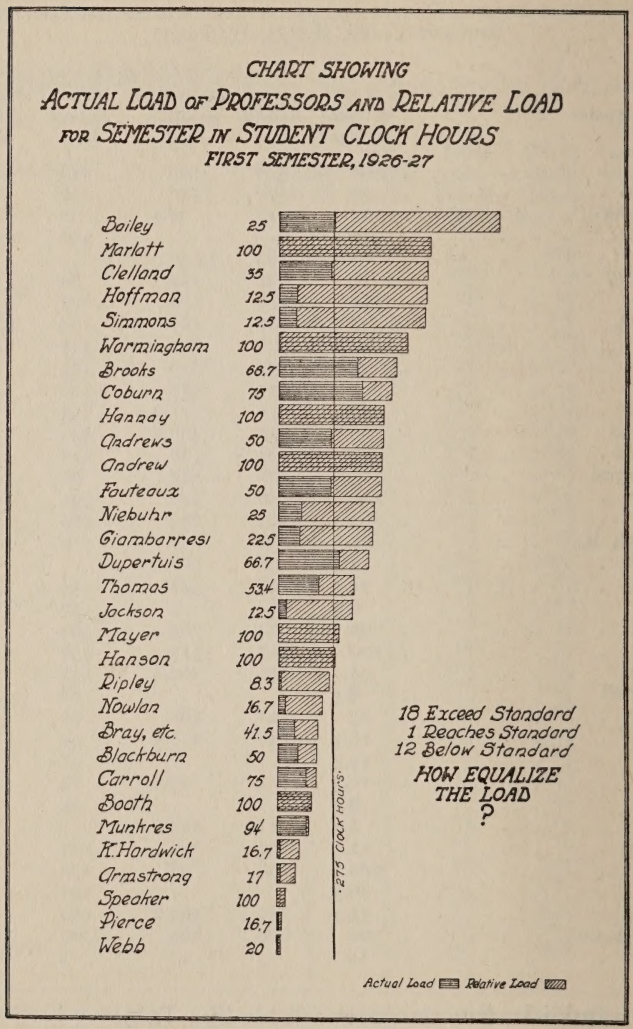
CHART SHOWING
ACTUAL LOAD OF PROFESSORS AND RELATIVE LOAD
FOR SEMESTER IN STUDENT CLOCK HOURS
FIRST SEMESTER, 1926-27
Bailey 25
Marlott 100
Clelland 35
Hoffman 12.5
Simmons 12.5
Warmingham 100
Brooks 66.7
Coburn 75
Hanney 100
Andrews 50
Andrew 100
Fouteaux 50
Niebuhr 25
Giambarresi 22.5
Dupertuis 66.7
Thomas 53.4
Jackson 12.5
Mayer 100
Hanson 100
Ripley 8.3
Nowlan 16.7
Bray, etc. 41.5
Blackburn 50
Carroll 75
Booth 100
Munkres 94
K. Hardwick 16.7
Armstrong 17
Speaker 100
Pierce 16.7
Webb 20
275 Clock Hours
18 Exceed Standard
1 Reaches Standard
12 Below Standard
HOW EQUALIZE THE LOAD ?
Actual Load
Relative Load

CHART V

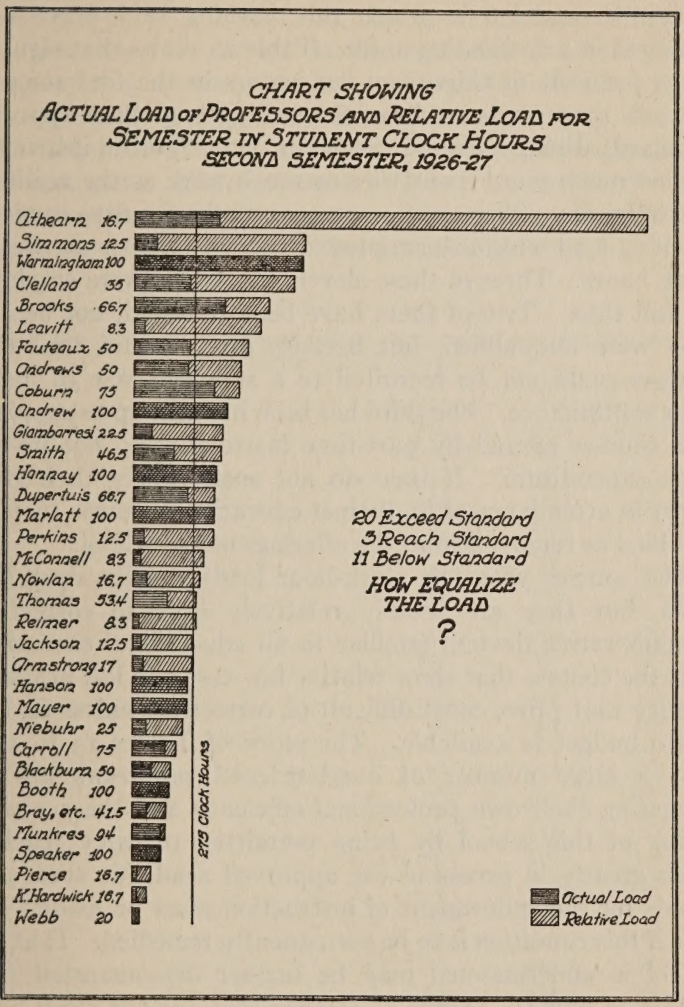
CHART SHOWING
ACTUAL LOAD OF PROFESSORS AND RELATIVE LOAD FOR
SEMESTER IN STUDENT CLOCK HOURS
SECOND SEMESTER, 1926-27
Athearn 16.7
Simmons 12.5
Warmingham 100
Clelland 35
Brooks 66.7
Leavitt 8.3
Fouteaux 50
Andrews 50
Coburn 75
Andrew 100
Giambarresi 22.5
Smith 46.5
Hannay 100
Dupertuis 66.7
Marlatt 100
Perkins 12.5
McConnell 8.3
Nowlan 16.7
Thomas 53.4
Reimer 8.3
Jackson 12.5
Armstrong 17
Hanson 100
Mayer 100
Niebuhr 25
Carroll 75
Blackburn 50
Booth 100
Bray, etc. 41.5
Munkres 94
Speaker 100
Pierce 16.7
K. Hardwick 16.7
Webb 20
275 Clock Hours
20 Exceed Standard
3 Reach Standard
11 Below Standard
HOW EQUALIZE
THE LOAD
?
Actual Load
Relative Load

CHART VI

For purposes of clarity, Table 15 has been divided into two tables, 16 and 17, in which the teaching loads have been arranged in a descending order. Table 16 shows that eighteen or 58 per cent of thirty-one instructors in the first semester of 1926–1927 carried a heavier teaching load than approved standards would warrant. Seven of these eighteen instructors carried much more than twice as much work as the academic law warrants. Two, or 6.4 per cent of the faculty, carried a teaching load within the approved range of 250 to 300 weekly clock hours. Three of these eleven instructors were employed for full time. Two of them have been removed, not because they were unqualified, but because after careful trial their courses could not be recruited to a sufficient size to justify their continuance. The third has been brought up to standard. The courses offered by part-time instructors do not involve large expenditure. If they do not soon justify their place either in attendance or in distinct educational values, they are modified or removed from the offerings of the school.

The courses with low clock-hour loads usually show high costs, but they are usually relatively easy to correct by administrative devices familiar to all educational executives. It is the courses that show relative low cost and low academic quality that prove most difficult of correction, unless an adequate budget is available. The story of Tables 13 to 17 is that a large number of overburdened professors are endangering their own professional efficiency and the academic rating of this school by being permitted to carry teaching loads greatly in excess of the approved academic standards. Funds for the endowment of instruction must be made available if this condition is to be permanently remedied. That this school is undermanned may be further demonstrated from Tables 18 and 19. Table 11 showed that 125,632 clock hours were carried during the first semester of 1926–1927 by the faculty of this school. If a weekly clock-hour load of 250 hours is carried by a professor, a total of 18×250, or 4,500 clock hours would represent the carrying power of

one full-time professor. Dividing this amount into the total load of 125,632 clock hours gives twenty-eight as the full-time faculty needed. The actual faculty was 16.5. This leaves a shortage of 11.5 professors in the working staff of this school for the semester in question. By this same method, Tables 18 and 19 were developed. Using the maximum load allowable for all instructors, there was a shortage of 6.5 instructors for the first semester and 2.3 for the second semester. Conditions have grown worse rather than better since 1926–1927.

TABLE 16

SHOWING ACTUAL LOAD OF PROFESSORS AND RELATIVE LOAD FOR SEMESTER IN STUDENT CLOCK HOURS

Instructor	*Per cent of time employed*	*Student clock hours First semester*	
		Actual load	*Relative load*
Bailey	25	284	1,136
Marlatt	100	784	784
Clelland	35	270	771.4
Hoffman	12.5	96	768
Simmons	12.5	94	752
Warmingham	100	669	669
Brooks	66.7	408	611.6
Coburn	75	435	580
Hannay	100	546	546
Andrews	50	270	540
Andrew	100	528	528
Fauteaux	50	264	528
Niebuhr	25	122	488
Giambarresi	22.5	108	489
Dupertuis	66.7	311	466.2
Thomas	53.4	210	393.2
Jackson	12.5	48	384
Mayer	100	315	315
Hanson	100	293	293
Ripley	8.3	22	265
Nowlan	16.7	38	227.5
Bray, etc.	41.5	86	207.2
Blackburn	50	101	202
Carroll	75	150	200
Booth	100	176	176
Munkres	95	151	160.6
Hardwick, K.	16.7	18	107.7
Armstrong	17	16	94.1
Speaker	100	38	38
Pierce	16.7	4	23.9
Webb	20	3	15

TABLE 17

SHOWING ACTUAL LOAD OF PROFESSORS AND RELATIVE LOAD FOR SEMESTER IN STUDENT CLOCK HOURS

Instructor	*Per cent of time employed*	*Student clock hours Second semester*	
		Actual load	*Relative load*
Athearn	16.7	408	2,443.1
Simmons	12.5	102	816
Warmingham	100	809	809
Clelland	35	264	754.2
Brooks	66.7	427	640.1
Leavitt	8.3	50	602.4
Fauteaux	50	270	540
Andrews	50	256	512
Coburn	75	380	506.6
Andrew	100	450	450
Giambarresi	22.5	96	426.6
Smith	46.5	197	423.6
Hannay	100	391	391
Dupertuis	66.7	257	385.3
Marlatt	100	384	384
Perkins	12.5	48	384
McConnell	8.3	28	337.3
Nowlan	16.7	52	311.3
Thomas	53.4	160	299.6
Reimer	8.3	24	289.1
Jackson	12.5	34	272
Armstrong	17	46	270.5
Hanson	100	264	264
Mayer	100	258	258
Niebuhr	25	62	248
Carroll	75	154	205.2
Blackburn	50	89	178
Booth	100	172	172
Bray, etc.	41.5	64	154.2
Munkres	94	141	150
Speaker	100	136	136
Pierce	16.7	14	83.8
Hardwick, K.	16.7	12	71.8
Webb	20	5	25

TABLE 18

NUMBER OF PROFESSORS REQUIRED ON BASIS OF 250 WEEKLY STUDENT CLOCK HOURS PER INSTRUCTOR, THE NUMBER EMPLOYED, AND THE SEMESTER SHORTAGE.

	Number required	*Number provided*	*Shortage*
First semester	28	16.5	11.5
Second semester	28	21.7	6.3

TABLE 19

NUMBER OF PROFESSORS REQUIRED ON BASIS OF 300 WEEKLY STUDENT CLOCK HOURS PER INSTRUCTOR, THE NUMBER EMPLOYED, AND THE SEMESTER SHORTAGE.

	Number required	*Number provided*	*Shortage*
First semester	23	16.5	6.5
Second semester	23	21.7	2.3

The approved standard urges one professor for every twelve students. Harvard has one professor for every nine students, and Yale one for every twelve. Four State institutions in Indiana have one for every 14.1 students. This school in 1926–1927 had one professor for every twenty-four students (just one-half enough) during the first semester, and one professor for every 21.5 students during the second semester. (See Table 20.)

TABLE 20

SHOWING NUMBER OF STUDENTS PER TEACHER IN CERTAIN AMERICAN INSTITUTIONS OF HIGHER LEARNING

Institution	*No. of students per teacher*	*Date*
Boston University School of Religious Education and Social Service	First semester, 24 Second semester, 21.5	1926–27
Four State-supported institutions of Indiana	14.1	1925–26

Many factors contribute to the weekly load of a college instructor. The number of clock hours carried by an instructor varies with the subject of instruction, the experience of the instructor, and the teaching facilities. It is not wise, therefore, to determine salaries on clock-hour loads alone, or to equalize the time given to various subjects solely on the basis of the number or the cost of clock-hour loads.[1] The method followed in this report is approved by the Association of American Colleges, and by the Educational Finance Inquiry Commission of the American Council on Education.

[1] See W. H. Allen, *Self Surveys by Colleges and Universities*, pp. 144–153.

III THE TEACHING LOAD BY MAJOR SUBJECTS

The data in Tables 11 and 12 can be redistributed in such manner as to enable the administrator of the educational program to find the teaching load by major subjects, and from this information to learn the cost for each credit hour, and for each student clock hour in each major subject.

Tables 21 and 22 group the courses taught in this school for the two semesters of 1926–1927 under major subjects of instruction, as Bible, English, and sociology. Tables 23 and 24 summarize the two preceding tables and include in column 3 the number of instructors employed in teaching the various major groups. These tables show that the equivalent of the full time of 16.5 professors was employed for the first semester, and 21.7 professors for the second semester. Table 25 gives a general summary of the teaching load for 1926–1927. Table 26 shows the cost of instruction per credit hour and per student clock hour for one academic year. Every credit hour in Biblical subjects cost that year $2.57 for class-room instruction alone. Every student who attended a Bible class for fifty minutes that year cost 12.5 cents for instruction alone. Similar information is shown for all subjects taught in this school.

Is instruction costing too much or too little? Is this school buying English, sociology, and science as cheaply as other colleges are able to purchase instruction in similar subjects? In partial answer to these questions, the following paragraph is quoted with approval from "College of Liberal Arts Survey of Northwestern University, December 17, 1926," p. 52:

"There is no standardized method of determining costs which institutions have sufficiently accepted and followed to warrant the criticism of an institution's procedure on the basis of recognized norms. Differences of educational organization which exist between institutions, often justifiably or historically, inevitably would render comparison difficult, even if there existed more standardization of method of cost finding than at present obtains. . . . The more hours of teaching to large classes, by persons of low rank, the smaller the expense per credit hour. Since, however, low expense is but one aim in educational administration, it would be folly to arrive at any conclusion as to excellence of administration on the basis of unit cost. Averages or medians can not furnish the basis of

judgment. Specific analysis of departmental and individual work resting on standardized measures of accomplishment and on inter-institutional expense must be made before anything better than informal opinion can be obtained."

This caution is especially necessary when costs of subjects in different institutions are compared. For example, in Table 27, the reader of the comparative costs would wish to ask if the same range and type of courses has been included in the various major groups. However, the survey quoted above is right in saying that "such an analysis forms a factual basis on which to undertake the specific inquiries indicated in the preceding paragraph [quoted]."

TABLE 21

TEACHERS' LOAD, FIRST SEMESTER, 1926–1927, BY MAJOR GROUPS

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
		Bible				
I, 1	Warmingham	123	3	369	6,642	6,642
I, 4	Warmingham	26	3	78	1,404	1,404
I, 5	Warmingham	63	2	126	2,268	2,268
I, 7	Clelland	81	2	162	2,916	2,916
I, 9	Clelland	54	2	108	1,944	1,944
I, 11 . . .	Warmingham	32	3	96	1,728	1,728
I, 12 . . .	Armstrong	16	1	16	288	288
7 *Total*	(1.52 Inst.)	395	16	955	17,190	17,190
		Sociology				
II, 1 . . .	Carroll	30	3	90	1,620	1,620
II, 3. . . .	Carroll	15	2	30	540	540
II, 5. . . .	Carroll	10	1	20	540	420
II, 9. . . .	Andrew	69	3	207	3,726	3,726
II, 11 . . .	Andrew	12	3	36	648	648
5 *Total*	(1.25 Inst.)	136	12	383	7,074	6,954
		Psychology and Pedagogy				
III, 1 . . .	Coburn	93	3	279	5,022	5,022
III, 3 . . .	Hanson	77	2	154	2,772	2,772
III, 8 . . .	Niebuhr	23	2	46	828	828
III, 10 . . .	Coburn	55	2	110	1,980	1,980
III, 12 . . .	Coburn	23	2	46	828	828
5 *Total* . . .	(1.00 Inst.)	271	11	635	11,430	11,430

TABLE 21 — *continued*

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
		Philosophy				
IV, 1 . . .	Marlatt	113	2	226	4,068	4,068
IV, 3 . . .	Marlatt	63	2	126	2,268	2,268
IV, 7 . . .	Marlatt	14	2	28	504	504
3 *Total*	(.60 Inst.)	190	6	380	6,840	6,840
		Physiology and Natural Sciences				
V, 1 . . .	Brooks	116	2	348	8,358	6,960
V, 4 . . .	Brooks	10	2	20	720	600
V, 6 . . .	Brooks	5	2	10	360	300
3 *Total* . .	(.667 Inst.)	131	6	378	9,438	7,860
		Religious Education				
VII, 1 . . .	Marlatt	101	4	404	7,272	7,272
VII, 6 . . .	Nowlan	19	2	38	684	684
VII, 9 . . .	Hanson	12	2	24	432	432
VII, 12 . . .	Hanson	38	2	76	1,368	1,368
VII, 13 . . .	Hanson	13	2	39	936	800
VII, 20 . . .	Mayer	85	3	255	4,590	4,590
VII, 22 . . .	Mayer	16	3	48	864	864
VII, 25 . . .	Mayer	4	2	8	144	144
VII, 27 . . .	Mayer	2	2	4	72	72
VII, 30 . . .	Munkres	12	2	24	432	432
VII, 32 . . .	Munkres	35	3	105	1,890	1,890
VII, 34 . . .	Niebuhr	19	2	38	1,228	1,146
VII, 40 . . .	Munkres	11	2	22	396	396
13 *Total*	(3.38 Inst.)	367	31	1,085	20,308	20,090
		General Church Work				
VIII, 1 . . .	Pierce	2	2	4	72	72
VIII, 3 . . .	K. Hardwick	9	2	18	324	324
VIII, 5 . . .	Speaker	6	2	12	216	216
VIII, 9 . . .	Speaker	8	2	16	288	288
VIII, 10 . .	Speaker	5	2	10	180	180
5 *Total*	(1.334 Inst.)	30	10	60	1,080	1,080

TABLE 21 — *continued*

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
	Fine Arts in Religious Education					
X, 1	Bailey	40	2	80	1,440	1,440
X, 3 . . .	Thomas	86	2	172	3,096	3,096
X, 9 . . .	Thomas	7	2	14	252	252
X, 13 . . .	Simmons	47	2	47	1,692	1,128
X, 15 . . .	Jackson	24	2	24	864	543
X, 17 . . .	Thomas	12	2	24	432	432
X, 22 . . .	Bailey	102	2	204	3,672	3,672
X, 24 . . .	Bates, *et al.*	28	2	56	1,008	1,008
X, 26 . . .	Bates	10	2	20	360	360
X, 28 . . .	Bates	5	2	10	180	180
X, 30 . . .	Ripley	11	2	22	396	396
11 *Total*	(1.53 Inst.)	372	22	673	13,392	12,507
	Physical Education					
XI, 1 . . .	Blackburn	11	2	22	396	396
XI, 4 . . .	Blackburn	55	1	27.5	990	660
XI, 6 . . .	Blackburn	16	1	16	288	288
XI, 8 . . .	Blackburn	8	1	4	144	96
4 *Total*	(.50 Inst.)	90	5	69.5	1,818	1,440
	History					
XII, 1 . . .	Booth	21	2	42	756	756
XII, 3 . . .	Booth	29	2	58	1,044	1,044
XII, 7 . . .	Booth	19	2	38	684	684
XII, 9 . . .	Booth	15	2	30	540	540
XII, 11 . .	Booth	4	2	8	144	144
XII, 14 . .	Webb	2	1	2	36	36
XII, 16 . .	Webb	1	1	1	18	18
XII, 20 . .	Andrew	9	3	27	486	486
XII, 24 . .	Andrew	86	3	258	4,644	4,644
9 *Total*	(1.70 Inst.)	186	18	464	8,352	8,352
	English					
XIII, 1 (2) .	Andrews	45	3	270	4,860	4,860
XIII, 1 (2) .	Fauteaux	44	3	264	4,752	4,752
XIII, 3 . . .	Hannay	63	3	189	3,402	3,402
XIII, 5 . . .	Hannay	48	2	96	1,728	1,728
XIII, 7 . . .	Hannay	77	3	231	4,158	4,158
XIII, 9 . . .	Hannay	15	2	30	540	540
XIII, 17 . .	Hoffman	48	2	96	1,728	1,728
7 *Total*	(2.124 Inst.)	340	18	1,176	21,168	21,168

TABLE 21 — *continued*

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
		Modern Languages				
XIV, 1 . . .	Dupertuis	41	3	123	2,214	2,214
XIV, 3 . . .	Dupertuis	52	3	156	2,808	2,808
XIV, 5 . . .	Dupertuis	16	2	32	576	576
XIV, 7 . . .	Giambarresi	26	3	78	1,404	1,404
XIV, 9 . . .	Giambarresi	10	3	30	540	540
5 *Total*	(.892 Inst.)	145	14	419	7,542	7,542
GRAND TOTAL 77	16.97	2,653	169	6,677.5	125,632	122,453

TABLE 22

TEACHING LOAD, SECOND SEMESTER, 1926–1927, BY MAJOR GROUPS

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
		Bible				
I, 2	Warmingham	121	3	363	6,534	6,534
I, 3	Warmingham	15	3	45	810	810
I, 6	Warmingham	70	2	140	2,520	2,520
I, 8	Clelland	75	2	150	6,200	6,200
I, 10 . . .	Clelland	57	2	114	3,192	3,192
5 *Total*	(.92 Inst.)	338	12	812	19,256	19,256
		Sociology				
II, 2. . . .	Carroll	33	3	99	1,782	1,782
II, 4. . . .	Carroll	14	2	28	504	504
II, 6. . . .	Carroll	9	1	18	486	378
II, 10 . . .	Speaker	36	3	108	1,944	1,944
II, 12 . . .	Andrew	8	3	24	432	432
5 *Total*	(1.333 Inst.)	100	12	277	5,148	5,040
		Psychology and Pedagogy				
III, 2 . . .	Coburn	78	3	234	4,212	4,212
III, 4 . . .	Hanson	66	2	132	2,376	2,376
III, 5 . . .	Armstrong	23	2	46	828	828
III, 9 . . .	Mayer	33	2	66	1,188	1,188
III, 11 . . .	Coburn	38	2	76	1,368	1,368
III, 13 . . .	Coburn	21	2	42	756	756
III, 16 . . .	Coburn	14	2	28	504	504
7 *Total*	(1.31 Inst.)	273	15	624	11,232	11,232

TABLE 22 — *continued*

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
		Philosophy				
IV, 2 . . .	Marlatt	104	2	208	3,744	3,744
IV, 4 . . .	Marlatt	48	2	96	1,728	1,728
IV, 10 . . .	Warmingham	66	3	198	3,564	3,564
3 *Total*	(.895 Inst.)	218	7	502	9,036	9,036
		Physiology and Natural Science				
V, 2 . . .	Brooks	102	2	306	7,344	6,120
V, 3 . . .	Leavitt	25	2	50	1,800	1,800
V, 5 . . .	Brooks	33	2	66	2,376	1,980
V, 7 . . .	Brooks	19	2	38	1,368	1,142
4 *Total*	(.75 Inst.)	179	8	460	12,888	11,042
		Religious Education				
VII, 2 . . .	Warmingham	21	3	63	1,134	1,134
VII, 5 . . .	Athearn	102	4	408	7,344	7,344
VII, 7 . . .	Nowlan	26	2	52	936	936
VII, 10 . . .	Hanson	11	2	22	396	396
VII, 11 . . .	Hanson	33	2	66	1,188	1,188
VII, 14 . . .	Hanson	11	2	33	792	660
VII, 19 . . .	Mayer	11	2	33	594	594
VII, 21 . . .	Mayer	35	3	105	1,890	1,890
VII, 23 . . .	Mayer	8	3	24	432	432
VII, 26 . . .	Mayer	3	2	6	108	108
VII, 28 . . .	Mayer	12	2	24	432	432
VII, 28a . .	Brooks	11	1	11	198	198
VII, 33 . . .	Munkres	29	3	87	1,566	1,566
VII, 35 . . .	Niebuhr	14	2	28	504	504
VII, 39 . . .	Munkres	27	2	54	972	972
VII, 41 . . .	Niebuhr	17	2	34	612	612
16 *Total*	(3.60 Inst.)	371	37	1,050	19,098	18,966
		General Church Work				
VIII, 2 . . .	Pierce	7	2	14	252	252
VIII, 4 . . .	K. Hardwick	6	2	12	216	216
VIII, 6 . . .	Speaker	4	2	8	144	144
VIII, 8 . . .	Speaker	6	2	12	216	216
VIII, 11 . .	Speaker	4	2	8	144	144
VIII, 15 . .	McConnell	14	2	28	504	504
6 *Total*	(1.167 Inst.)	41	12	82	1,476	1,476

TABLE 22 — *continued*

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
		Fine Arts				
X, 4	Thomas	15	2	30	540	540
X, 5	Thomas	56	2	112	2,016	2,016
X, 7	Smith	63	2	126	2,268	2,268
X, 8	Smith	14	1	14	252	252
X, 10	Thomas	9	2	18	324	324
X, 12	Smith	19	3	57	626	626
X, 14	Simmons	51	2	51	1,836	1,224
X, 16	Jackson	17	2	17	612	408
X, 25	Bray	22	2	44	792	792
X, 27	Bray	5	2	10	180	180
X, 29	Bray	5	2	10	180	180
11 *Total*	(1.6665 Inst.)	276	22	489	9,626	8,810
		Physical Education				
XI, 2	Blackburn	9	2	18	324	324
XI, 5	Blackburn	43	1	21.5	794	529
XI, 7	Blackburn	10	1	10	180	180
XI, 9	Blackburn	14	1	7	252	178
XI. 11	Blackburn	4	1	4	72	72
5 *Total*	(.50 Inst.)	80	6	60.5	1,622	1,283
		History				
XII, 2	Booth	18	2	36	648	648
XII, 4	Booth	28	2	56	1,008	1,008
XII, 8	Booth	20	2	40	720	720
XII, 10	Booth	17	2	34	612	612
XII, 12	Booth	3	2	6	108	108
XII, 13	Reimer	12	2	24	432	432
XII, 15	Webb	2	1	2	36	36
XII, 17	Webb	3	1	3	54	54
XII, 21	Andrew	16	3	46	864	864
XII, 23	Andrew	35	3	105	1,890	1,890
XII, 25	Andrew	91	3	273	4,914	4,914
11 *Total*	(2.12 Inst.)	245	23	627	11,286	11,286
		English				
XIII, 1 (2)	Andrews	43	3	256	4,644	4,644
XIII, 1 (2)	Fauteaux	45	3	270	4,860	4,860
XIII, 4	Hannay	26	2	52	936	936
XIII, 6	Hannay	42	2	84	1,512	1,512
XIII, 8	Hannay	75	3	225	4,050	4,050
XIII, 10	Hannay	15	2	30	540	540
XIII, 16	Marlatt	40	2	80	1,440	1,440
XIII, 18	Perkins	24	2	48	864	864
8 *Total*	(2. 465 Inst.)	310	19	1,045	18,846	18,846

TABLE 22 — *continued*

Course No.	*Instructor*	*No. stud. enrolled*	*Instr. prep. hrs.*	*Student credit hours*	*Student clock hours*	*Student weighted hours*
		Modern Languages				
XIV, 2 . . .	Dupertuis	33	3	99	1,782	1,782
XIV, 4 . . .	Dupertuis	46	3	138	2,484	2,484
XIV, 6 . . .	Dupertuis	10	2	20	360	360
XIV, 8 . . .	Giambarresi	25	3	75	1,350	1,350
XIV, 10 . .	Giambarresi	7	3	21	378	378
5 *Total* . . .	(.892 Inst.)	121	14	353	6,354	6,354
GRAND TOTAL 86	17.59	2,552	187	6,381.5	125,868	122,627

TABLE 23

SUMMARY OF TEACHING LOAD BY MAJOR SUBJECTS, FIRST SEMESTER, 1926–1927

Subject	*No. of courses*	*No. of instructors*	*Total hours wkly. prep.*	*Total stud. cred. hours*	*Total stud. clock hours*	*Average stud. cr. hrs. per instr.*	*Average stud. cl. hrs. per instr.*
Bible	7	1.52	16	955	17,190	628.2	628.2
Sociology . . .	5	1.25	12	383	7,074	306.4	314.4
Psychology and pedagogy . .	5	1.00	11	635	11,430	635.0	635.0
Philosophy . . .	3	.60	6	380	6,840	633.3	633.3
Physiology and natural science .	3	.667	6	378	9,438	566.7	786.1
Religious education	13	3.38	31	1,085	20,308	321.0	333.8
General church work	5	1.334	10	60	1,080	44.97	44.97
Fine arts . . .	11	1.53	22	673	13,392	439.8	486.27
Physical education.	4	.50	5	69.5	1,818	13.9	20.2
History	9	1.70	18	464	8,352	272.9	272.9
English	7	2.124	18	1,176	21,168	553.6	553.6
Modern languages .	5	.892	14	419	7,542	469.7	469.7
Total . . .	77	16.497	169	6,677.5	125,632	4,885.47	5,178.44

TABLE 24

SUMMARY OF TEACHING LOAD BY MAJOR SUBJECTS, SECOND SEMESTER, 1926–1927

Subject	*No. of courses*	*No. of instructors*	*Total hours wkly. prep.*	*Total stud. cred. hours*	*Total stud. clock hours*	*Average stud. cr. hrs. per instr.*	*Average stud. cl. hrs. per instr.*
Bible	5	.92	12	812	19,256	882.6	882.6
Sociology . . .	5	1.33	12	277	5,148	208.27	214.99
Psychology and pedagogy . .	7	1.31	15	624	11,232	476.34	476.34
Philosophy . . .	3	.875	7	502	9,036	573.71	573.71
Physiology and natural science .	4	.75	8	460	12,888	613.33	954.66
Religious education	16	3.60	37	1,050	19,098	530.50	294.72
General church work	6	1.167	12	82	1,476	126.47	126.47
Fine arts . . .	11	1.665	22	489	9,662	578.49	321.39
Physical education.	5	.50	6	60.5	1,622	12.1	18.02
History	11	2.12	23	627	11,286	295.75	297.75
English	8	2.465	19	1,045	18,846	423.94	423.94
Modern languages	5	.892	14	353	6,354	395.73	395.73
Total . . .	86	21.707	187	6,381.5	125,868	5,107.23	4,978.32

TABLE 25

SUMMARY OF TEACHING LOAD FOR ACADEMIC YEAR 1926–1927

Subjects	*No. of courses*	*No. of instrs.*	*Total hrs. wkly. prep.*	*Total stud. cred. hours*	*Total stud. clock hours*	*Average stud. cr. hrs. per instr.*	*Average stud. cl. hrs. per instr.*	*Average wkly. cl. hrs. per instr.*
All first semester	77	16.50	169	6,677.5	125,632	404.7	7614	423
All second semester	86	21.7	187	6,381.5	125,868	294	5,800.4	322.2
Total . .	163	38.2	356	13,059.0	251,500	698.7	13,414.4	745.2
Average .	81.5	19.1	178	6,529.5	125,750	349.3	6,709.6	372.6

TABLE 26

SHOWING COST OF INSTRUCTION PER CREDIT HOUR AND PER STUDENT CLOCK HOUR IN ALL SUBJECTS IN 1926–1927

Subject	*Cost of instr. for 1926–27*	*Stud. cr. hrs. 1st sem.*	*Stud. cr. hrs. 2d sem.*	*Total cr. hrs. 1926–27*	*Cost per cr. hr.*	*Stud. cl. hrs. 1st sem.*	*Stud. cl. hrs. 2d sem.*	*Total cl. hrs. 1926–27*	*Cost per student cl. hr. 1926–27*
Bible	$4,540.00	955	812	1,767	2.569	17,190	19,256	36,446	.12456
Sociology	4,870.00	389	277	666	7.312	7,074	5,148	12,221	.39847
Psychology and pedagogy	4,709.50	635	624	1,259	3.74	11,430	11,232	22,662	.20781
Philosophy	2,491.50	380	502	882	2.824	6,840	9,036	15,876	.15693
Physiology and natural science	2,550.00	378	460	838	3.042	9,438	12,888	22,321	.11424
Religious education	12,421.50	1,085	1,050	2,135	5.82	20,308	19,098	39,406	.3151
General church work	2,830.00	60	82	142	19.929	1,080	1,476	2,556	1.107
Fine arts	6,810.00	673	489	1,162	5.86	13,392	9,662	23,054	.2954
Physical education	1,200.00	69.5	60.5	130	9.23	1,818	1,622	3,440	.3488
History	6,750.00	464	627	1,091	6.186	8,352	11,286	19,638	.34372
English	6,737.50	1,176	1,045	2,221	3.33	21,168	18,846	40,014	.16837
Modern languages	2,500.00	419	353	772	3.238	7,542	6,354	13,896	.17990
Totals	58,410.00	6,677.5	6,381.5	13,059	4.73	125,632	125,868	251,505	.23187
Total student loads						465	466		
Weekly student clock hours						6,979	6,993		
No. professors at 250						28	28		
No. professors at 300						23	23		
No. pupils per instructor						24	21.5		

TABLE 27

SHOWING AVERAGE COST OF INSTRUCTION PER STUDENT CREDIT HOUR IN VARIOUS GROUPS OF AMERICAN COLLEGES

Subject of instruction	*In B. U. S. R. E. S. S.*	*In ten Disciples colleges*	*In Northwestern University*
Bible	2.57	5.10	4.29
Sociology	7.81	4.74	11.93
Psychology and pedagogy	3.74	..	3.97
Philosophy	2.82	..	9.88
Physiology and natural science	3.04	3.36	6.18*
Religious education	5.82	..	12.61
General church work	19.93	..	..
Fine arts	5.86	..	4.51
Physical education	9.23	..	8.46
History	6.19	4.40	4.83
English	3.03	3.49	3.75
Modern languages	3.23	4.34	2.85
Average	4.73		

* Includes only zoölogy and botany.

A careful study of Tables 27, 28, and 29 will make it clear that this school is buying instruction very much more cheaply than the other colleges for which there are comparable data.

After all differences in institutional procedure have been eliminated, it is clear that this school is operating on a basis of unit costs for instruction far below the other institutions mentioned in these three tables. In underbidding its academic neighbors, is this school buying an inferior educational product? It is the belief of the administrative officers of this school that up until this time a very high quality of instruction has been secured through the sacrificial loyalty of faculty members who have been held here through faith in the future development of this school, but that this talent can not be held for an extended period of time unless salaries and the conditions of creative scholarship can be speedily secured.

The average cost of a credit hour here is $4.73.
(See Table 27.)

The average cost of a student clock hour here is $.232.
(See Table 28.)

The annual cost of instruction per student here is $142.00. (See Table 29.)

These cost rates, in the judgment of those who are now in administrative control of this department of the university, are too low to enable the school to maintain creditable offerings in the fields of knowledge and training which it represents. A way must be found to secure an endowment for instruction if academic ideals are to be maintained.

TABLE 28

SHOWING COST OF INSTRUCTION PER STUDENT CLOCK HOUR IN VARIOUS SUBJECTS IN SEVERAL AMERICAN COLLEGES

Subject	*B. U.* *S. R. E.* *S. S.*	*Average for* *Univ. of Washington* *Univ. of Oregon* *State College of Washington* *Purdue Univ.*
Bible	.125	..
Sociology	.398	.309
Psychology and pedagogy	.208	.335
Philosophy	.157	.260
Physiology and biol. sciences	.114	.535
Religious education	.315	..
General church work	1.107	..
Fine arts	.296	.373
Physical education	.349	.261
History	.344	.2172
English	.168	.257
Modern languages	.180	.295
Average	.232	

TABLE 29

SHOWING ANNUAL COST OF INSTRUCTION PER STUDENT FOR VARIOUS STANDARD COLLEGES

Institution	*Annual cost of instruction*
Boston University School of Religious Education and Social Service	$142.00
University of Washington	228.00
University of Oregon	321.00
Washington State College	322.00
Oregon Agricultural College	336.00
Purdue University	391.00
Princeton University*	529.20

* Different method of figuring cost.

IV SALARIES FOR INSTRUCTION

Strong men and women are held on college faculties not so much by the salaries received as by the conditions and resources favorable to scholarly and creative achievement in the various lines of educational endeavor maintained by the institution. Wise educational administration places first emphasis on the opportunities for growth in scholarship and professional achievement, and secondary emphasis on salaries. But salaries must be maintained at a point which will guarantee freedom from economic worry, provide reasonable funds for books, travel, periods of rest and advance study, comfortable home circumstances, reasonable advantages for children, and adequate pensions and retirement allowances. Without the assurance of reasonable salaries for its faculty, an educational institution will soon be without great, inspiring, scholarly leadership.

Table 30 gives an analysis of the salaries received by thirty-eight persons for instruction in Boston University School of Religious Education and Social Service during the academic year 1926–1927.

Table 31 distributes these salaries among professors, assistant professors and instructors and shows the average salary received by each group on the teaching staff. A brief summary shows that

14 professors doing the work of 10.82 full-time people receive an average salary of $3,689.00,
7 assistant professors doing the work of 3.82 full-time people receive an average salary of $2,789.00,
14 instructors doing the work of 2.62 full-time people receive an average salary of $2,367.00, and
a total of 35 teachers doing the work of 17.36 full-time people receive an average salary of $3,283.00.

TABLE 30

ANALYSIS OF SALARIES OF INSTRUCTORS, 1926–1927

Instructors	*Total salary*	*Time employed*	*Percentage of time given to instruction*	*Distribution of salary*		
				Instruction	*Administration*	*Other educ. service*
No. 1	$3,600	1.00	1.00	$3,600	..	..
No. 2	1,000	.50	.50	1,000	..	..
No. 3	1,800	1.00	.170	300	..	$1,500
No. 4	7,500	1.00	.167	1,250	$6,250	..
No. 5	1,000	.25	.25	1,000	..	..
No. 6	1,800	.50	.415	1,500	..	300
No. 7	1,200	.50	.50	1,200	..	..
No. 8	3,500	1.00	1.00	3,500	..	..
No. 9	250	..	..	..	..	250
No. 10	2,400	.667	.667	2,400	..	..
No. 11	4,000	1.00	.75	3,000	1,000	..
No. 12	4,400	1.00	.35	1,400	3,000	..
No. 13	4,000	1.00	.75	3,000	..	1,000
No. 14	2,000	.567	.567	2,000	..	..
No. 15	2,000	1.00	.50	1,000	..	1,000
No. 16	500	.225	.225	500	..	..
No. 17	4,000	1.00	1.00	4,000	..	..
No. 18	4,250	1.00	1.00	4,250	..	..
No. 19	600	.167	.167	600	..	..
No. 20	150	.125	.125	150	..	..
No. 21	500	.25	.125	250	..	250
No. 22	150	.0834	.083	150	..	..
No. 23	3,500	1.00	1.00	3,500	..	..
No. 24	3,500	1.00	1.00	3,500	..	..
No. 25	none	.0834	.0834	..	..	..
No. 26	2,650	1.00	.94	2,400	..	250
No. 27	1,800	1.00	.25	600	..	1,200
No. 28	600	.167	.167	600	..	..
No. 29	150	.125	.125	150	..	..
No. 30	500	.1667	.167	500	..	..
No. 31	200	.083	.083	200	..	..
No. 32	360	.0834	.083	360	..	..
No. 33	500	.25	.125	250	..	250
No. 34	1,850	.465	.465	1,850	..	..
No. 35	2,250	1.00	1.00	2,250	..	..
No. 36	2,000	.667	.534	1,600	..	400
No. 37	4,000	1.00	1.00	4,000	..	..
No. 38	800	.20	.20	800	..	..
Totals	$75,460	22.225	17.633	$58,410	$10,250	$6,400

TABLE 31

SHOWING SALARIES FOR INSTRUCTION OF PROFESSORS, ASSISTANT PROFESSORS, AND INSTRUCTORS FOR ACADEMIC YEAR 1926–1927

Professors	*Time employed*	*Salary*	*Assistant professors*	*Time employed*	*Salary*	*Instructors*	*Time employed*	*Salary*
No. 1	100%	$3,600	No. 1	66.7%	$2,400	No. 1	50%	$1,000
No. 2	25	1,000	No. 2	66.7	2,000	No. 2	17	300
No. 3	41.5	1,500	No. 3	50	1,000	No. 3	50	1,200
No. 4	100	3,500	No. 4	25	600	No. 4	22.5	500
No. 5	75	3,000	No. 5	100	2,250	No. 5	16.7	600
No. 6	35	1,400	No. 6	53.4	1,600	No. 6	12.5	150
No. 7	75	3,000	No. 7	20	800	No. 7	12.5	250
No. 8	100	4,000				No. 8	8.3	150
No. 9	100	4,250				No. 9	16.5	600
No. 10	100	3,500				No. 10	12.5	150
No. 11	100	3,500				No. 11	16.7	500
No. 12	94	2,400				No. 12	8.3	200
No. 13	46.5	1,850				No. 13	8.3	360
No. 14	100	3,800				No. 14	12.5	250
	1082	$40,300		381.8	$10,650		262.3	$6,210
Average salary		$3,689	*Average salary*		$2,789	*Average salary*		$2,367

The comparison of the salaries of professors in this school with those received by faculty members of thirty-nine standard American colleges is shown in Table 32. The average salary paid by this school is slightly higher than the average salary paid by other institutions of similar size, even though the productive endowment of this school is $10,650 and the average productive endowment of the thirty-nine colleges is $1,471,000.

TABLE 32

SHOWING SALARIES OF FACULTY MEMBERS AND NUMBER OF STUDENTS IN FORTY AMERICAN COLLEGES

Institutions	*Average enrolment*	*Number Faculty members*	*Average endowment*	*Average salary of profs.*	*Average salary of asst. profs.*	*Average salary of instrs.*
39 standard American colleges	618	41	$1,471,000	$3,146	$2,384	$1,801
Boston University S. R. E. S. S.	465	35	10,650	3,689	2,789	2,336

In Occasional Papers No. 8, published by the General Education Board, Mr. Trevor Arnett in Tables I and II, pages 10 and 11, from which the following facts are taken, shows that the average salaries paid by colleges of arts, literature, and science for the academic year 1926–1927 are as follows:

New England States	$3,605
Middle Atlantic States	3,243
Southern States	2,753
Middle Western States	2,824
Western States	2,974
Average for all areas	3,003
Boston University School of Religious Education and Social Service	3,283

The average salary paid in the United States by men's and coeducational institutions of Class A grade in 1926–1927, and the average salary paid to the different classes of teachers during the same year by Boston University School of Religious Education and Social Service are shown below:

	In United States	*In B. U. S. R. E. S. S.*
Professors	$4,620	$3,689
Assistant professors	2,833	2,789
Instructors	2,000	2,367

It should be remembered that the salaries with which comparisons have been made in this section are those of colleges of liberal arts, while this school, in addition to being a four-year

college, also offers a very considerable amount of graduate work. The salary schedules of this school are very creditable when compared with undergraduate colleges, but they are not so creditable when compared with the salary schedules of graduate schools with which this school seeks to be rated. (See Table 33.)

TABLE 33

SHOWING SALARIES PAID FOR INSTRUCTION IN FIVE INSTITUTIONS OF HIGHER LEARNING

Institution	*Professor*	*Associate professor*	*Assistant professor*
Harvard	$6,000–$8,000	$5,000–$5,500	$3,500–$4,500
Columbia	6,000– 8,000*	4,500– 5,000	3,000– 3,600
Yale	5,000– 8,000	4,500– 5,000	3,000– 5,000
Princeton	4,000– 7,800	3,500– 5,000	2,500– 4,000
Chicago	4,500– 8,000	3,500– 4,500	2,700– 3,500

* Columbia pays twenty-six salaries of $10,000 or more.

CHAPTER VII

Analysis and Interpretation of Budgets

I GENERAL AND COMPARATIVE COSTS

A few tables are presented here for the purpose of showing total and comparative costs of operation for the past decade.

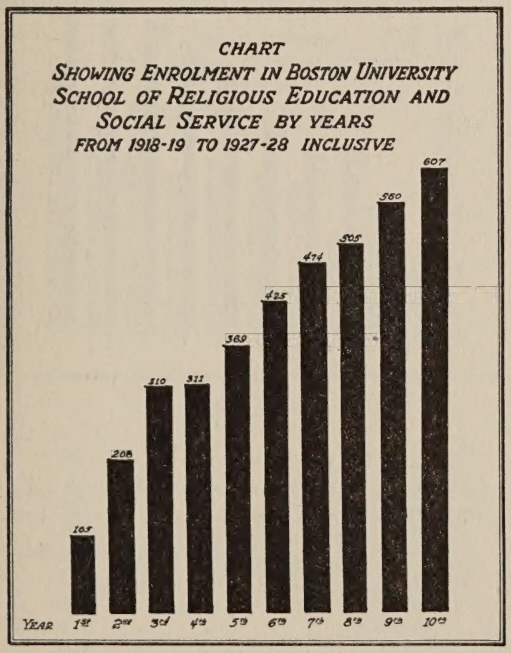

CHART VII

The enrolment has grown steadily from 105 in 1918–1919 to 607 in 1927–1928. Costs of operation should show a corre-

sponding growth, and income or deficits should vary accordingly. Table 34 shows the growth in enrolment by years. (See Chart VII.)

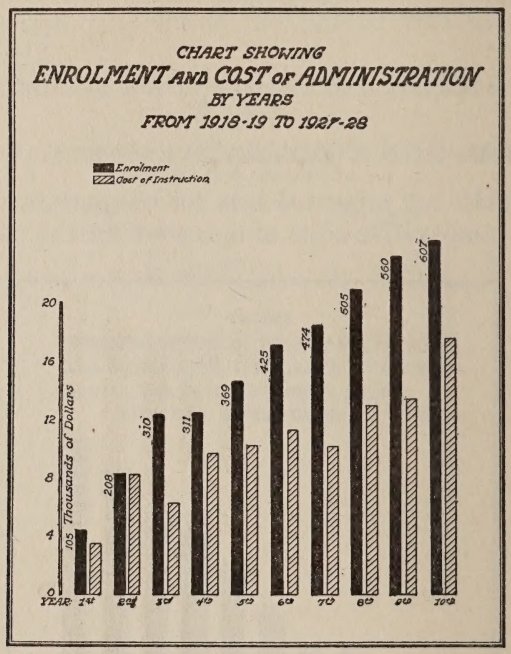

Chart VIII

Table 34

Showing Enrolment in Boston University School of Religious Education and Social Service from 1918–1919 to 1927–1928, Inclusive

Year	*Enrolment*
1918–19	105
1919–20	208
1920–21	310
1921–22	311
1922–23	369
1923–24	425
1924–25	474
1925–26	505
1926–27	560
1927–28	607

TABLE 35

SHOWING ENROLMENT AND COST OF ADMINISTRATION OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS, FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Enrolment*	*Cost of administration*
1918–19	105	$3,500.00
1919–20	208	4,367.50
1920–21	310	6,480.00
1921–22	311	9,550.00
1922–23	369	10,150.00
1923–24	425	11,006.50
1924–25	474	9,991.60
1925–26	505	12,758.36
1926–27	560	13,250.00
1927–28	607	17,750.00

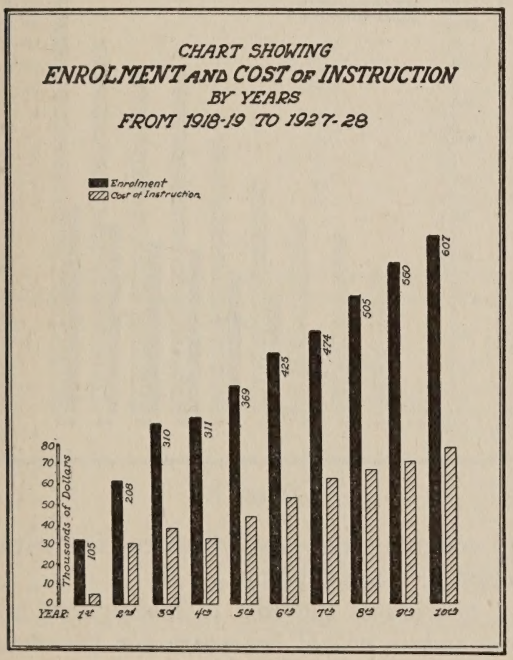

CHART IX

Table 35 compares the growing enrolment with the growing cost of administration. This cost has included the expense of

financial campaigns conducted by the dean of this school as well as the cost of operation of the school. In other words, the cost of raising money has been regarded as a legitimate charge against the current expenses of the school. (See Chart VIII.)

Table 36 compares the enrolment with the cost of instruction. (See Chart IX.)

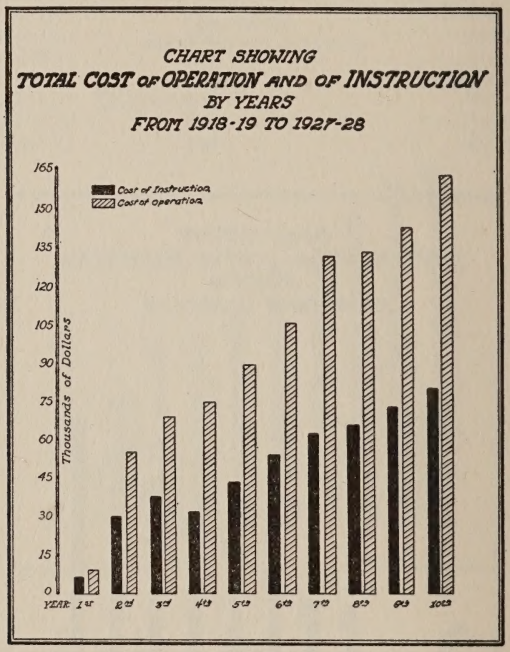

CHART X

Table 37 compares the cost of instruction with the total cost of operation. (See Chart X.)

Table 38 distributes the cost of instruction, housing, administration and overhead by years for the decade. (See Chart XI.)

In his forthcoming volume, *A Survey of Disciples' Colleges*,[1]

[1] All references to Dr. F. W. Reeves's survey of Disciples' colleges in this volume are from his typewritten report which was filed with the Board of

Dr. Reeves gives an analysis of the costs of five typical standard American colleges and finds the percentage of costs to be

Administration	16%
Operation and Maintenance of physical plant	14
Instruction	62
Depreciation	8
Total	100%

TABLE 36

SHOWING ENROLMENT AND COST OF INSTRUCTION IN BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Enrolment*	*Cost of Instruction*
1918–19	105	$5,000.00
1919–20	208	29,920.06
1920–21	310	37,721.00
1921–22	311	33,877.84
1922–23	369	43,024.14
1923–24	425	54,435.10
1924–25	474	62,245.58
1925–26	505	65,166.35
1926–27	560	71,039.10
1927–28	607	78,079.68

TABLE 37

SHOWING TOTAL COSTS AND COST OF INSTRUCTION IN BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Cost of instruction*	*Total cost of operation*
1918–19	$5,000.00	$9,310.26
1919–20	29,920.06	55,169.85
1920–21	37,721.00	67,973.81
1921–22	33,877.84	74,749.10
1922–23	43,024.14	89,923.46
1923–24	54,435.10	107,500.09
1924–25	62,245.58	131,409.25
1925–26	65,166.35	133,922.56
1926–27	71,039.10	142,036.47
1927–28	78,079.68	162,832.15

Education of the Disciples of Christ and kindly made available to the writer by Dr. H. O. Pritchard, General Secretary of this board. Since the type was set for this volume, Dr. Reeves and his colleague, J. D. Russell, have revised and enlarged their report and issued it in book form under the title, *College Organization and Administration.* The book is published by the Board of Education of the Disciples of Christ, 309 Chamber of Commerce Building, Indianapolis. The volume is commended as a most significant contribution to the field of college organization and administration.

TABLE 38

SHOWING COST OF INSTRUCTION, RENTALS, ADMINISTRATION, AND DEPARTMENTAL SERVICES* OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Instruction*		*Rentals, etc.*		*Administration*		*Departmental services*		*Total costs*	
	Amount	*Per cent*	*Amount*	*Per cent*	*Amount*	*Per cent*	*Amount*	*Per cent*	*Amount*	*Per cent*
1918–19	$5,000.00	53.7	..	..	$3,500.00	37.56	$ 810.26	.87	$9,310.26	100
1919–20	29,920.06	54.23	$7,772.82	14.09	4,367.50	7.91	13,109.47	23.8	55,169.85	100
1920–21	37,721.06	55.5	9,795.39	14.41	6,480.00	9.53	13,977.36	20.56	67,973.81	100
1921–22	33,877.84	45.4	13,685.80	18.2	9,550.00	12.8	17,635.46	23.6	74,749.10	100
1922–23	43,024.14	48.38	14,914.72	16.77	10,150.00	11.28	21,834.60	24.28	89,923.46	100
1923–24	54,435.10	50.64	15,382.35	14.31	11,006.50	10.24	26,676.14	24.81	107,500.09	100
1924–25	62,245.54	47.4	21,019.45	15.9	9,991.60	7.6	38,152.66	29.1	131,409.25	100
1925–26	65,166.35	48.7	20,825.59	15.6	12,758.36	9.52	35,172.26	26.26	133,922.56	100
1926–27	71,039.10	50.01	24,324.64	17.13	13,250.00	9.33	33,422.73	23.53	142,036.47	100
1927–28	78,079.68	48.8	24,331.34	14.9	17,750.00	10.9	42,671.13	26.27	162,832.15	100

* Departmental expenses include general university overhead, publicity, depreciation, library books, school furniture and teaching supplies, repairs, office supplies, and all other expenses necessary to the operation of this department of the university.

Table 38 shows that the costs of this school in 1927–1928 were distributed as follows:

Administration	10.9%
Operation and maintenance of physical plant, including rentals	14.9%
Instruction	48.8%
Overhead, publicity, depreciation, and other departmental services	26.3%

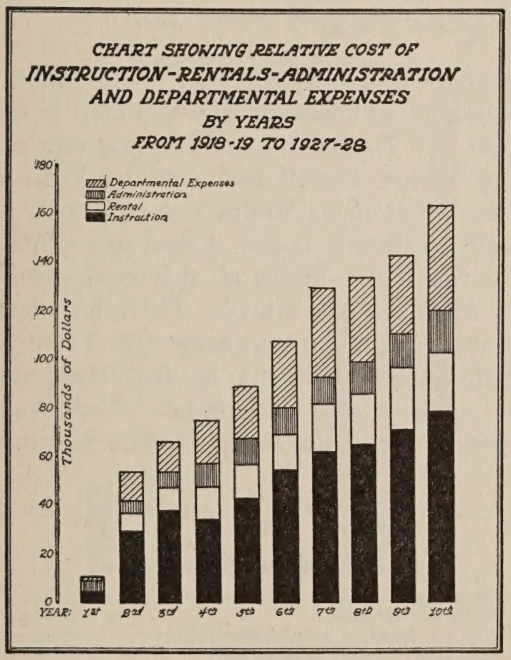

CHART XI

The figures given by Dr. Reeves are for undergraduate colleges. The administration of both graduate and undergraduate departments and the cost of financial campaigns will account for the higher percentage of this item here. The percentage expended for plant maintenance is about the same in both lists. It should be noted, however, that the cost for

housing is mostly for rental charges at this institution and that the size of the plant here is only one-fifth to one-eighth that of the ordinary college with an equal student enrolment. It is evident that the costs for rental and university overhead are proportionately too high in this institution, and that the expenditures for instruction are too small.

II PERMANENT FUNDS

The permanent funds and property of this school are in the form of buildings, equipment, and productive funds. The buildings are (1) Forbes-Conant Hall, a men's dormitory located at 9 Willow Street, and (2) Fox Hall, a women's dormitory located at 20–24 Mount Vernon Street. The equipment consists of library books, school and office furniture, pianos, and the like. Much of this equipment has been donated by friends of the school. The school has also purchased $35,173.09 worth of equipment (see Table 39) from its current expense funds. This sum has been charged as a deficit exactly the same as coal and rental. These supplies, are, however, present tangible assets of this institution. (See Chart XII.)

There are to the credit of this school invested funds as follows[2]:

Anna L. French Fund	$ 5,000.00
General Endowment	5,954.00
William S. Studley Scholarship Fund	25,000.00
International Relationship Fund	75.00
Fellowship Fund	25.00
Kappa Chapter Loan Fund	500.00

(See Reports of President and Treasurer of Boston University, October 11, 1928, p. 105.) There is also the Student Aid Fund, Incorporated, $17,075. (See Table 40.)

[2]To these invested funds there should be added The Walter Scott Athearn Fund of $5,000.00 recently made available by the trustees of the estate of the late Lyford A. Merrow.

The Student Aid Foundation, Inc., and the Kappa Chapter Loan Fund, totaling $17,575, have not been included in the assets in Table 39. This sum added to the total assets included in the table ($346,034.31) would make a grand total of $363,609.31. The increase in value of Forbes-Conant Hall

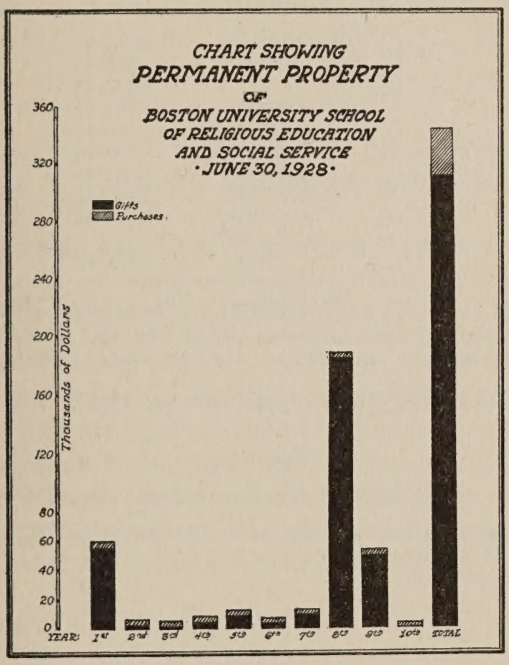

CHART XII

and Fox Hall since they were purchased will much more than offset any depreciation which may properly be charged as depreciation of library books and school equipment. There should be added here an item of nearly $200,000 which has been written into legacies in behalf of this school through the efforts of the administrative officers of this school.

TABLE 39

SHOWING GIFTS TO PERMANENT FUNDS, HOUSING, AND EQUIPMENT OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE, BY YEARS FROM 1918–1919 TO 1927–1928 INCLUSIVE, AND TOTAL PERMANENT FUNDS

Year	*Gifts*	*Invoice of purchases for school equipment, etc.*	*Total Assets*
1918–19	$ 54,095.56*	$ 3,543.44	$ 57,649.00
1919–20	699.00	3,543.44	4,242.00
1920–21	....	3,543.44	3,543.44
1921–22	3,000.00	3,543.44	6,543.44
1922–23	6,150.00	3,543.44	9,693.44
1923–24	740.00	3,543.44	4,283.44
1924–25	7,500.00	3,543.44	11,043.44
1925–26	189,010.00	3,543.44	192,553.44
1926–27	49,156.66	3,543.44	52,700.10
	17,575.00**		17,575.00**
1927–28	500.00	3,282.13	3,782.13
Totals	$328,426.22	$35,173.09	$363,609.32

* Includes estimated value of Forbes-Conant Hall and furnishings, beyond partial payment made by the trustees. Estimate made by McNally & Stucklen, realtors.

**Student loan funds (see page 103 and table 40, below).

TABLE 40

STATEMENT OF THE STUDENTS' AID FOUNDATION, INC., JANUARY 9, 1929

Total funds that have been contributed to Foundation	
At time of incorporation	$10,000.00
Since incorporation	7,075.00
Total	$17,075.00
Total amount of interest that has been paid on loans from the fund	1,654.27
Total number of students who have been assisted by the fund	70
Total number of students who have fully repaid the loan	5
Total number of students now having loans from the fund	65
Average amount of money loaned to each student	$308.48

III THE ANNUAL DEFICIT

An historical account of the financial struggle of this school has been presented in an earlier section of this report. (See Chapter IV.) It is the purpose of this section to consider the annual deficit. The discussion will begin with a statement of

standard costs for undergraduate and graduate collegiate training.

What should an undergraduate college cost? The answer follows:

The usual annual cost of an effective college of

200 students will be	$100,000
300	125,000
400	170,000
500	200,000
750	300,000

These costs cover only the actual expense of operation of the program of instruction and do not include scholarships, subsidies, and the like.[1]

Applying these standards to the total cost of one student for one year to an approved undergraduate college, Reeves[2] expresses the judgment of leading education authorities as follows:

In undergraduate colleges of 500 or more students, the total annual cost per student should be $400.00.

In undergraduate colleges of 400 to 500 students, the total annual cost per student should be $425.00.

In undergraduate colleges of 300 to 400 students, the total annual cost per student should be $450.00.

What should a graduate college cost?

Graduate instruction per student clock hour costs from two to four times as much as the general average of all instruction. The work of graduate students is distributed approximately as follows:

In graduate courses proper	33%
In senior college courses	53%
In junior college courses	14%
Total	100%

[1] See Reeves, p. 160 in manuscript. See also Chapter XII in Reeves and Russell, College Organization and Administration.

[2] P. 160.

The foregoing cost estimates assume that the college owns its buildings and needs to provide in its annual budget only for upkeep, care, and depreciation.

What annual student load must be provided for by Boston University School of Religious Education and Social Service? Table 41 will help to answer this question. It shows that the registration has increased gradually from 105 to 607 during a period of ten years.

Taking the year 1926–1927 as typical of current conditions, it will be found that the total student clock hours carried by the school was 125,632 for the first semester and 125,868 for the second semester. Divide these two numbers by 270, the number of clock hours carried each semester by a full-time student, and it will be seen that the school carried the equivalent of 465 full-time students during the first semester and 466 full-time students during the second semester. This is 83 per cent of the enrolment.

A further analysis of Table 41 will show that while usually from two thirds to three fourths of the undergraduate student body is in the freshman and sophomore years, and from one fourth to one third is in the junior and senior years, in this school 54.5 per cent of the undergraduate student body is in the junior and senior years and 45.5 per cent is in the freshman and sophomore years. This fact is significant because the junior and senior years are much more expensive to operate than the freshman and sophomore years.

It will also be noted from Table 41 that 26 per cent of the student body of this school is in the graduate courses. One third of these graduate students will be in graduate courses which cost from two to four times as much to operate as undergraduate courses, and 53 per cent will be in junior and senior courses which are much more expensive to operate than freshman and sophomore courses. The 100 or more graduate students from other colleges of the university who carry one or more courses annually in this school without tuition payment should be also taken into consideration here.

TABLE 41

SUMMARY OF ENROLMENT BY YEARS AND BY ACADEMIC GROUPS
(NOT INCLUDING STUDENTS FROM OTHER COLLEGES OF THE UNIVERSITY)

Group	*1918–1919*	*1919–1920*	*1920–1921*	*1921–1922*	*1922–1923*	*1923–1924*	*1924–1925*	*1925–1926*	*1926–1927*	*1927–1928*
Graduates. .	19	53	58	62	85	92	131	137	150	160
Seniors . .	..	7	28	39	36	58	64	66	79	104
Juniors . .	..	22	33	29	48	54	59	78	89	92
Sophomores .	..	16	32	49	38	47	39	51	73	68
Freshmen . .	..	38	69	42	45	51	56	63	67	89
Specials . .	30	73	90	90	105	80	61	59	57	56
Unclassified .	..	..	..	..	12	43	64	51	45	38
Undergraduates	56	..	..	..	..	..	..	..	..	..
Total . .	105	209	310	311	369	425	474	505	560	607

If the educational load of 465 full-time students in this school is to be financed according to approved standards, the budget would be as follows:

426 students at $425	$181,050
39 students (⅓ of 116, which is 26 per cent of 465) and the additional cost for each of the sixty-one students (53 per cent of 116 full-time graduate students in 1926–1927) whose work was carried in the senior college, where costs are higher than the average undergraduate rate of $425	66,300
Rental charge, because school does not own its buildings	10,000
Total	$257,350

The normal budget for 1926–1927 was $257,350; the actual income for the year was $110,401 and the normal deficit was $146,959. The actual budget, however, was only $142,036, and the actual deficit was only $31,635. This deficit, which looked large to the trustees, looked very small to the dean, who had cut off from faculty and students $115,324 worth of service in order to keep the deficit low. (See Table 42.) By building the budget below the approved standards for an undergraduate college and taking no account of the graduate school standards, the dean saved money at the expense of his academic service.

TABLE 42

SHOWING EXPENSES AND DEFICIT FOR 1926–1927 COMPARED WITH APPROVED STANDARD COSTS FOR EFFICIENT AMERICAN COLLEGES

		Income of B.U.S.R.E.S.S. for 1925–1926	*Deficits, normal and actual*
Cost of standard American college of 465 students			
426 students at $425 . .	$181,050		
39 full-time graduate students and extra cost of 61 graduate students in senior college	66,300		
Rental	10,000		
Total	$257,350	$110,401	$146,959 (normal)
Total cost of operation of Boston University School of Religious Education and Social Service for 1926–1927	142,036	110,401	31,635 (actual)
Difference between normal deficit and actual deficit			$115,324

The trustees did not see the saving of $115,324; they saw only the deficit of $31,635, and demanded its further reduction the following year, which was achieved by a further loss of academic standards. The effect of this continued departure from approved standards is one element in the *crisis* mentioned in the dean's annual report to the president, referred to in an earlier section of this report. (See page 49.)

Turning now to the total deficit for the decade, Table 43 shows the income and expenses by years. The total income has been $765,507.30; the total expenses, $1,000,234.85; and the total deficits, $234,727.35. (See Chart XIII.)

The total expenses of the decade of $1,000,234.85 have been met from the following sources:

From student tuition fees and scholarhips raised annually by the dean	$583,535.00
From church boards, institutions, and friends of the school, by annual gifts to current expenses upon the solicitation of this school (see Table 1)	181,972.50
From the trustees of Boston University, largely comprising profits from the operation of other departments of the university	234,727.35
Total	$1,000,234.85

It should be noted, also, that this school has paid to the university 5 per cent and 5½ per cent on all university funds that have been placed at the service of this school for housing the school or the students, and that for a number of years the school paid commercial rentals for the use of Claflin Building.

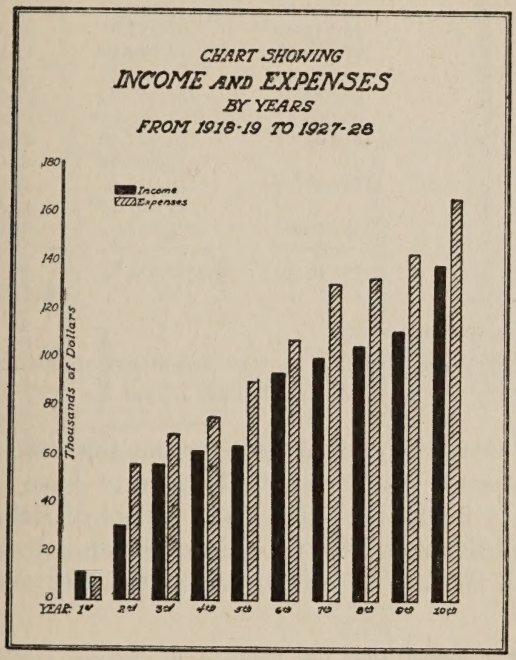

CHART XIII

Table 44 places the annual deficit over against the permanent funds raised by this school during the decade. The total deficit of $234,727.35 is seen by the side of the permanent property, raised by the administrative officers of this school, valued at $363,609.32. To this sum there should be added the Walter Scott Athearn fund of $5,000.00 raised during the decade and made available shortly after the close of the decade. The total assets are, therefore, $368,609.32. When the total

TABLE 43

SHOWING INCOME AND EXPENSES OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928 INCLUSIVE

Years	*Income*	*Expenses*	*Deficit*
1918–19	$ 10,232.00	$ 9,310.26	$ 921.74 surplus
1919–20	29,624,50	55,169.85	25,545.35
1920–21	54,873.40	67,973.81	13,100.41
1921–22	61,169.73	74,749.10	13,579.37
1922–23	63,632.12	89,923,46	26,291.34
1923–24	92,709.07	107,500.09	14,791.02
1924–25	98,998.37	131,409.25	32,410.88
1925–26	105,663.01	133,922.56	28,259.55
		15,000.00*	15,000.00*
1926–27	110,401.48	142,036.47	31,634.99
		10,407.85*	10,407.85*
1927–28	138,203.62	162,832.15	24,628.33
Totals	$765,507.30	$1,000,274.85	
Total deficit			$234,727.35

* Special campaign expenses.

It should be noted here that the two dormitories of this school are self-supporting.

deficit of $234,727.35 is deducted from this amount of permanent assets, the university is seen to have a profit of $133,881.77 in the operation of its School of Religious Education and Social Service for the decade, an average profit of $13,388.18 for each of the ten years. In other words, it may be said:

For every dollar that the trustees of Boston University have paid in deficits for the School of Religious Education and Social Service, the dean of this school has handed the trustees of Boston University one dollar and fifty-seven cents in permanent university property.

This does not include the legacies of $200,000; the cost of a department of religious education in the School of Theology, which has been gladly supplied without charge by this school; the contributions of the faculty and students of this school to the General Endowment Campaign, or a world-wide good-will toward the university which has great potential value. (See Chart XIV.)

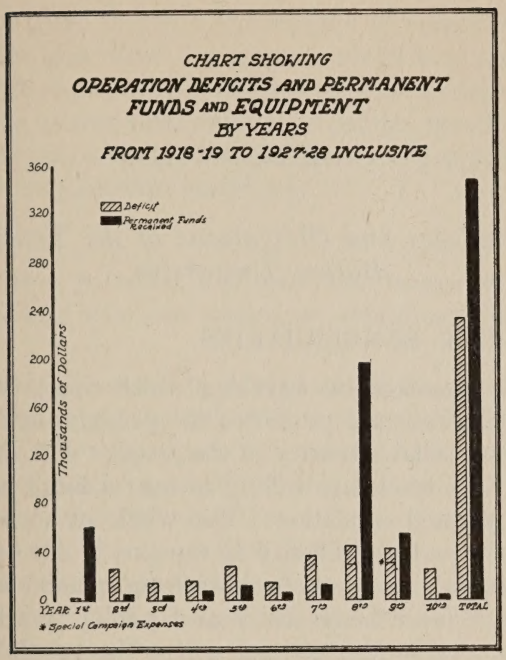

CHART XIV

TABLE 44

SHOWING THE ANNUAL DEFICITS BY YEARS AND THE PERMANENT FUNDS RECEIVED FOR CORRESPONDING YEARS

Years	*Annual deficit*	*Permanent funds received*
1918–19	$921.74 surplus	$57,649.00
1919–20	25,545.35	4,242.44
1920–21	13,100.41	3,543.44
1921–22	13,579.47	6,543.44
1922–23	26,291.34	9,693.44
1923–24	14,791.02	4,283.44
1924–25	32,410.88	11,043.44
1925–26	28,259.55	192,553.44
	15,000.00*	
1926–27	31,634.99	52,700.10
	10,407.85*	
1927–28	24,628.33	3,782.13
		17,575.00**
Totals	$234,727.35	$363,609.32
Profit during decade		128,881.77

* Special campaign expense. ** Student loan funds, pages 103 and 104.

CHAPTER VIII

The Privileges and Obligations of the Trustees of Boston University

I THE CHIEF BENEFICIARIES

Society is benefited by anything which raises the general levil of intelligence and promotes the personal integrity and social and industrial efficiency of the people. For this reason, the people as a whole are willing to bear a large part of the expense of general education. The whole of society suffers from illiteracy and moral laxity on the part of any of its members; the whole of society benefits from general and moral education. Private benevolence and public taxation in the interests of schools and colleges attest the people's faith in education.

It is right that the individuals who are the personal beneficiaries of education should pay as large a part of the cost of education as is within their power. In the case of those students who attend college for the purpose of preparing themselves to achieve personal success *within or upon society* by securing wealth, personal pleasure, or fame, a larger share of the cost of education should be paid by the student or the student's family. In the case of those students who attend college for the chief purpose of spending their lives at low wages in the *service of society*, it is clear that society is the chief beneficiary of their training and that society should bear the major cost of their education. It is to this class that the students of this school belong. It is not only right that society should pay for the training of their moral and religious leaders; it is in most cases necessary.

Many of these students are children of ministers, teachers, missionaries, and other Christian or social workers who have been unable from meager salaries to save enough money to enable them to send their children to college, but their children are in many cases exactly the kind of young people who should be trained for Christian leadership.

Therefore:

Scholarships, gratuities, and loan funds become necessary and constitute a wise and wholesome educational policy.

The tuition of students in this school has been increased from $50 a year to $250 with additional sums for athletics and health fees, recently added. To increase the tuition fees of students in this school would not only be unjust; it would also be a very unwise economic policy. The present tuition is now $100 above the average tuition in the colleges of the United States. About twenty colleges have raised their tuition fees to $400. Nearly all of these colleges are in New England. Most of them have liberal endowments for scholarships to care for worthy students unable to pay the added fee, and almost without exception provision is made for reduced expenses to students preparing for Christian service.

This school draws its students from a wide territorial range, and transportation charges constitute a considerable item in the students' annual school budget. When this charge is added to $100 or more of excess tuition charge in this school, the student may be expected to enroll in a college nearer home or to attend one which provides larger gratuities or lower fees than this school.

Colleges as a rule seek to have endowments to cover scholarships for worthy students to the amount of one fifth of the annual tuition receipts. In other words, colleges which do not specialize in the training of social or religious leaders expect to give one student free tuition for every four that pay cash; the proportion should be higher in a school such as this. Forty

per cent of the ordinary student body need financial aid in order to continue their courses until graduation.

This school is greatly in need of endowment to cover scholarship and student loan demands. It is also in need of endowment funds to make possible a lowering of the tuition for large numbers of its students. The financial needs of this school cannot be secured by a rise in tuition fees. These needs must be met by the chief beneficiaries of the school; namely, *the people.*

The stability of our American institutions cannot be guaranteed unless an adequate supply of well-trained leaders can be prepared for the fields of service represented by this school.

The Standing Committee of this school, on November 15, 1927, after receiving a report on the condition of the school from the dean, unanimously voted to seek endowment to meet an emergency in the finances of the school. The following is an extract from the minutes of that meeting:

"At the suggestion of President Marsh and with the general assent of all members of the Committee present, the concluding statements of the Dean's report were revised to read as follows:

"*a.* Salaries and teaching conditions must be improved.

"*b.* Housing facilities for students and for instruction must be improved.

"*c.* The teaching load must be lowered in the interest of a higher standard of academic work on the part of both students and faculty. The combination of large classes, poor teaching conditions, and low salaries does not provide the sort of atmosphere which fosters scholarly attainments.

"*d.* The present source of support is inadequate. The past policy of paying the deficits of one school with the profits of another school is fallacious. The recently adopted policy of requiring this school to provide its own resources with only nominal aid from the Trustees makes imperative the endowment of this school.

"*e.* In view of the foregoing conclusions, and in order to realize the immediate objectives of this school, the campaign already authorized by the Trustees should include one million dollars for the endowment of instruction and one million dollars for the housing of this school. It is understood that additional endowment will be required for other activities of this school."

II A NEGLECTED FIELD

Carnegie has given millions to bring libraries within easy reach of the masses of the American people.

Rockefeller has given millions to endow medical research.

Munsey has given millions to foster the art interest of America.

Eastman has given millions to endow institutes of technology.

Baker has given millions to foster commercial education.

Rhodes has given millions to foster international student scholarships.

Guggenheim has given millions to develop aeronautics.

BUT

No one has put millions into research and instruction in behalf of the teaching of honesty, truthfulness, and Christian ideas and ideals as controlling factors in the lives of childhood and youth.

We insist that he who practises on the bodies or the intellects of children shall be a skilled practitioner; but we permit quacks and amateurs to practise on their moral and spiritual natures!

Who will put millions behind a great character-producing institution which will help religion to function in the conduct of the nation and the world?

Leadership training and research have been heavily endowed in science, industry, engineering, commerce, medicine, law, agriculture, journalism, secular education, archæology, astronomy, and numerous other fields of human interest.

BUT

Leadership training and research in the moral and religious education of boys and girls and young men and young women are practically without endowment.

Hence, the crime wave.
Hence, the lowered moral tone of society.
Hence, a forged check cashed in the United States every three and one-half minutes, night and day.
Hence, the social unrest, industrial disturbances, political and governmental instability, and threatened anarchy which mar our national and world outlook.

Is it not clear that, if our civilization is to be preserved, we must find a way to teach virtue to all the children of all the people? And is it not clear also that this end cannot be achieved unless men and women of clear vision, of patriotic impulses, of religious earnestness, and of statesmanlike grasp of national and world problems, find a way to build great educational centers wherein leaders of great power may be trained, and wherein research may be conducted that will enrich the lives of children and perfect the methods and processes of moral and spiritual nurture?

The trustees of Boston University have seen the need of this new type of service; in faith they have launched a great school comparable in its scope, ideals, and organization to the great institutions which are leading industry, commerce, medicine, law, and other social interests. This school has demonstrated its practicability by ten years of successful service, and it should now go to the public with confidence that its needs will be abundantly supplied by citizens who believe in its ideals and objectives.

III SIX PRESSING NEEDS

To care for 1,000 students in this school, the following needs should be met in the near future:

Dormitories for Housing Students. This school has two dormitories for students, as follows:

Forbes-Conant Hall, located at 9 Willow Street, is a men's dormitory accommodating forty-eight students. The trustees

paid $10,000 toward the cost of this building. The remaining cost of the building and grounds was donated to the trustees for the use of this school.

Fox Hall, a women's dormitory, located at 20–22–24 Mount Vernon Street, accommodates 150 students. Friends have donated $205,000 toward the purchase and equipment of this dormitory. The trustees of Boston University have invested $125,000 in this building upon which this school pays to the trustees 5½ per cent interest, or $6,870.00 annually. The building is now valued at $400,000.

It is evident that these dormitories provide for only a small proportion of the growing student body of this school. Funds are necessary:

a. To pay off the trustees' mortgages on the present dormitories, thus decreasing the cost of living for the students.

b. To build and equip (1) a men's dormitory accommodating 100 students, and (2) a women's dormitory accommodating at least 100 students.

c. To endow the maintenance and upkeep of all dormitories, thus reducing the cost of living for students.

To pay off the mortgages on the present buildings, build or purchase two new buildings, and provide a minimum sum for maintenance, there should be made available at an early date not less than $1,000,000.

Buildings for Housing the School. This school occupies four buildings as follows:

a. The Claflin Building, 20 Beacon Street. This building belongs to the university, but it is necessary for this school to pay, from its income, rental charges to the university to cover the interest on $181,000 of university funds invested in this building, in addition to the charges for upkeep, heating, janitor service, and the like. Until recently, this school paid to the University commercial rentals which gave the trustees 7 per cent interest on their investment; the interest rate is now 5 per cent.

b. The Congregational House, 14 Beacon Street.

c. Bulfinch Street Church, Bulfinch Place. The gymnasium of this school is rented for the use of women students in this school.

d. Gymnasium in Boston University School of Theology and Boston University Gymnasium, used by the men of this school. Rental charges are paid by this school.

e. Fox Hall. Three floors of 22 Mount Vernon Street are now used for class-room purposes.

The annual rental charges paid by this school exceed $20,000. The present accommodations are both expensive and inadequate. Provision should be made in the near future for new modern buildings for the use of this school. The housing facilities for this school should include an administration building, lecture halls, chapel and assembly halls, laboratories for physical and social sciences, gymnasiums for men and women, and facilities for research and publication.

The funds needed to build and maintain the buildings required to house the various departments of this school are approximately $4,000,000.

Endowment of Instruction. A school can be no stronger than its faculty. A great faculty will build a great school. This school has assembled a faculty of recognized experts in their various subjects. In order to retain these acknowledged leaders and add to their number, funds must be available to pay such salaries as will relieve them of economic worry and enable them to devote their entire energies to instruction, study, and research in their chosen fields.

There should be made available for the endowment of instruction a sum of $3,000,000. This would provide a foundation of $100,000 for each of thirty academic chairs.

Endowment for Scholarships. Funds are badly needed for the purpose of providing scholarships for worthy students. Any aid which reduces the cost of an education is of special help to children of ministers, missionaries, teachers, and social

workers who have not been able to save enough from their meager salaries to enable them to send their own children through college. Five thousand dollars will endow one scholarship and keep one student in school each year. The school should have a fund of $250,000 for scholarships for undergraduate students; and $250,000 for graduate students.

In addition to these endowed scholarships, there is need for a fund of $500,000 to endow fellowships for the encouragement of research.

Endowment for Clinic and Demonstration Centers. This school has for its objectives the training of practical workers in all phases of religious and social work. It is necessary for it to maintain practice schools, clinic and demonstration centers where its students may secure actual practice under most favorable circumstances and under competent supervision. These centers are to this school what a hospital is to a medical school.

For this purpose, at least $1,000,000 should be made available.

Endowment of Research and Publication. There is pressing need for funds to prosecute research into important phases of religious education and social work. At the present time there are millions of dollars wasted every year by religious organizations because of inferior methods of work. An increased efficiency and a lowered cost would result from carefully directed research in these fields. Bulletins and other means of publicity should be made available for the purpose of carrying the results of research to the workers in the field. There is practically nothing available in American colleges to-day for the support of research in moral and religious education. At least $1,000,000 should be made available for research and publication in this school.

SUMMARY

The financial needs of this school, in view of the program which it has undertaken, may be summarized as follows:

1. Housing of students	$1,000.000
2. Housing of the school	4,000,000
3. Endowment of instruction	3,000,000
4. Endowment of scholarships	1,000,000
5. Endowment of clinic and demonstration centers	1,000,000
6. Endowment of research and publication	1,000,000
Total	$11,000,000

Millions are needed for the realization of the vision of this school. The trustees of the university and the faculty of this school are launching here a unique institution.

It is fitting that there should arise in Boston, the scene of Horace Mann's great service to secular education in the United States, a great School of Religious Education which seeks to give guidance in the development of a comprehensive system of religious education for the nation and the world.

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EDUCATIONAL STANDARDS AND ACADEMIC DEGREES:

THE UNDERGRADUATE COLLEGE

CHAPTER IX

The Undergraduate Academic Task Defined

I TWO DECADES OF EDUCATIONAL RECONSTRUCTION

If religion is to undergird the moral sanctions of all the people, at least three major problems must be solved by the leaders of religious education:

a. The interpretation of the curricula and objectives of religious education in terms of personalistic idealism.

b. The organization of religious education in harmony with the democratic ideals that are accepted for the general life of of the community, the State, and the nation.

c. The securing for religious education of the scholarly and research advantages offered to other fields of learning and service by the modern university and the great professional and technical schools.

The first two of these problems await the solution of the third.

The historian of the future will write a thrilling story of the struggle of religion for an adequate place in the curriculum of the American college. For a century the Bible and religion had not received serious attention by institutions of higher learning. Tax-supported colleges could not make religion a matter of curriculum concern; the church and independent colleges, for the most part, did not do so. As a result of this neglect on the part of the colleges, churches and communities were left without competent leadership for their programs of moral and religious education. The threatened moral breakdown in our national life revealed by the rising crime wave during the opening decade of the present century was met by

a nation-wide demand for improved methods of teaching religion to the American people. The modern religious education movement, with its emphasis on scientific and scholarly methods and content, arose during that decade. In 1910 the American college made its first serious response to this new demand for trained leadership from the churches of the nation. In that year Drake University offered the first course in religious education that was granted credit toward a liberal arts degree, and established the first academic department in this subject in an American college. The movement spread rapidly and carried with it an increased interest in the Bible and religion, as well as in the science and art of teaching religion. In 1915 the writer conducted the first survey of religious education in the colleges of America. This survey of 300 American colleges revealed the fact that sixty-seven of them offered an average of 5⅓ courses each in English Bible and literature, and thirty-eight of them offered an average of two courses each in religious education. At this time, only seven colleges offered enough courses in Bible and religious education to constitute a major subject for the bachelor's degree. They were Carleton, Drake, Grinnell, James Millikin, University of Chicago, Yale, and Eugene Bible University. The University of Chicago, Drake, and possibly Eugene Bible University were the only colleges which offered enough courses to enable a student to take a major in religious education. (See *Religious Education*, Vol. X, pp. 412–426, October, 1915.)

This report stimulated the Council of the Church Boards of Education to undertake a survey of the colleges operating under the patronage of the evangelical religious denominations in the United States. The report of this survey, published in 1916, gave data from 203 denominational colleges. In these 203 institutions, there were thirty-three endowed Bible chairs; fifty-seven professors giving ten hours a week to Bible teaching; fifty-two professors giving less than ten hours a week; in thirty-five colleges the Bible courses were attached to the work of various non-Biblical departments, and in twenty-four

institutions, the Bible courses were taught by the president in connection with his administrative duties. Bible courses were required in 138 colleges as follows: forty-four institutions required four hours or less out of 120 hours required for graduation; twenty-five required five or six hours; forty-six required eight hours; and fourteen required over eight hours. The report says:

"It is certainly a cause of thanksgiving that *at least 33 of these 203* Christian colleges have made somewhat adequate provision for permanent instruction in the Bible."

The report called attention to the fact that two or three religious denominations had recently launched aggressive campaigns to raise funds *for the purpose of introducing Biblical courses into their church schools!* The report contains the following paragraphs:

"To judge of the seriousness with which this work is regraded, we must note the time devoted to other departments in comparison. A study has been made of seven colleges in Ohio and Indiana, all of them of medium size and most of them under Christian control. Each of these seven colleges offers an average of 50 hours in each of the following departments: biology, chemistry, Greek, Latin, English, history, political science and mathematics. Comparing our tabulation with the average, we find that there are 14 colleges of the 203 that offer 50 hours in the Bible, the average number of hours in other departments. There are 52 colleges that offer 24 hours or thereabouts in the Bible. Thus about 14 colleges give the Bible a place of equal time and 52 colleges give the Bible a place of half the time given other departments in the same institution.

"There is an indication that some of the college presidents are awakening to new interest in this subject and several of them are taking a lead in the movement to secure a real introduction of this study into their curricula. On the other hand *there is a surprising number of institutions that apparently have no interest whatever in this subject. It does not seem to concern them at all.* They have made no provision for the instruction of their pupils in this important matter and, as we have pointed out, not more than one quarter have ever done anything really serious. Yet many of them are established on Christian foundations. *If the conditions were really known, the constituency of many of these institutions would certainly be aroused, for there is an impression abroad that the Christian colleges at least are offering adequate instruction in the Christian revelation.*" (Italics mine.) (See Athearn, *Religious Education and American Democracy*, pp. 288, 289.)

By 1915 the interdenominational Sunday-school forces of the nation and the Sunday-school boards of the evangelical denominations had organized a veritable crusade in behalf of better teaching of religion to the childhood and youth of the nation. This crusade included the colleges. Enthusiastic Sunday-school leaders, figuratively lighted prairie fires in the territory of the church colleges, and these fires of aroused interest in religious education among the people could only be extinguished by the creation of worth-while departments of Bible, religion, and religious education in the church colleges of the nation. Many of the colleges responded at once, as a later section of this report will show, but many others still offer that stubborn resistance to change characteristic of the traditional college conservatism, awaiting the evidence of an overwhelming supporting sentiment in their constituencies.

By 1918 the International Sunday-School Association had adopted an educational program for nation-wide propaganda, including church schools in local parishes, community systems of religious training, departments of religious education in American colleges, and great graduate schools of religious education in American universities. The writer kept the chairmanship of the Committee of Education of the International Sunday-School Association and its successor, the International Council of Religious Education, for twelve years in order that he might help to give direction to the nation-wide propaganda for religious education and to the rapid development of religious education in American colleges. The belief that the only sure way to prevent crime was to teach virtue, and that morality should be undergirded with religious sanctions, was gripping the thought of the American people.

The foregoing paragraphs briefly present the picture of the American mind when Boston University called the writer of this report from the heart of this crusade in the Middle West to organize a School of Religious Education and Social Service in this great institution.

The first two decades of the present century were also a

period of very radical reconstruction in the field of general education. Elementary education was responding to the demand for scientific procedure in the organization, content of curriculum, and administration of schools, and the American high school was beginning that significant development which is just now at flood-tide. Responding to the same social, economic, and psychological influences, the American college was beginning to reorganize both its curricula and its administrative form to meet modern demands. The junior college movement was well under way; the conviction that general education should be virtually completed at the close of the sophomore year and that specialized training might profitably begin with the junior year was generally held by educational leaders. In the thinking of these leaders, the high school and junior college constituted a continuous period of educational effort, with one objective — *general education.* Vocational education was demanding a place in the college curriculum.

The world war was revolutionizing every phase of social, economic, religious, and educational practice. The foregoing trends in religious and academic practice were at their height in 1918, when Boston University School of Religious Education and Social Service was established. What were the academic and administrative problems of those educators who were asked to determine the scope and chart the course of this new educational enterprise?

II FOUR TASKS OF THE NEW SCHOOL

Seeking to ground the new school on a basic philosophy of education, and in the light of this philosophy to interpret the needs as well as the trends of the times, the director of this new school found four closely related tasks before him:

a. To preserve the essential disciplines and cultures of the liberal arts college.

b. To give religion and the Bible their rightful place in the college curricula.

c. To give proper recognition in the college course to religious education and various forms of social service as vocational fields of great personal and social significance.

d. To prepare college students for satisfactory graduate work in graduate and professional schools in the fields of religion and social science.

These four problems will be discussed in order:

LIBERAL CULTURE AND RELIGION AS AN ACADEMIC DISCIPLINE

Historically the liberal college has attempted a twofold training. It has sought to give the student some measure of ordered knowledge in each of the main fields of human interest, and it has also sought to train the students in the processes of acquiring and using knowledge. Three main groups of subjects, with certain minor electives, have comprised the bodies of knowledge provided by the college curriculum: the physical sciences, the social sciences, and the arts. The second objective has been supplied by mathematics, logic, and languages, which have been regarded as the tool subjects, the major purpose of which is to enable students to acquire and use knowledge. These subjects usually have been organized in the college curriculum under five groups: mathematics, history, economics and the social sciences, physical science, and English and foreign languages. Two thirds or more of the college course has been consumed by these disciplines. Esthetics, fine arts, religion, Bible, and other subjects have constituted a minor part of the college program and have usually been regarded as non-essential, elective subjects. In many cases the Bible, when included, is classified in the department of English. Two subjects of universal human interest have been omitted from the fields of major emphasis: one is *religion;* the other is *vocation.* This school faced the problem of making religion a major academic discipline without destroying the essential disciplines traditionally represented by the liberal arts college. It recognized that the Bible, ethics, metaphysics, philosophy,

the history and philosophy of religion, church history, the function of the church in modern society, and similar subject-matters are capable of being organized into a major academic discipline of as great value as any of the other recognized groups of knowledge.

Without disturbing the rightful emphasis of the historic liberal subjects, a way must be found to present religion throughout the college course in such manner as to give the student

(1) a religious view of the universe,
(2) a religious view of nature,
(3) a religious view of society, and
(4) a religious view of individual persons,

with established personal habits and attitudes based upon these religious concepts, and with a knowledge of the methods and institutions necessary to preserve the religious life in his own home, and in the community in which he is to live as a cultivated and socially efficient member of society.

The problem of distributing 120 academic hours in such a way as to add this new discipline without doing violence to any essential elements in the old was one of the tasks of this school; another and more difficult one was to organize and standardize the content and the teaching methods of these new courses.

LIBERAL VERSUS VOCATIONAL EDUCATION

A third problem of this school was to find a place for vocational training without destroying liberal culture. The traditional college curriculum, based upon John Locke's long-exploded theory of faculty psychology and Aristotle's philosophy of abstraction[1] still persists in many quarters. It was even more common in 1918. It was confidently asserted by these academicians that the moment a subject acquired *utility*, it lost *culture*. Vocational subjects, or subjects pursued

[1] See *Nicomachæan Ethics*, Book X, Chapter VIII, Welldon trans.

with a vocational motive, were not admitted into the curricula of an approved liberal arts college. Dr. Meiklejohn states the case for the independent, non-vocational *liberal* college[2]:

"We know that every man should have some special task to do and should be trained to do that task as well as it can possibly be done. So far as we can bring it about the young people of our generation shall know themselves, shall know their fellows, shall think their way into the common life of their people, and by their thought shall illumine and direct it. . . . But one of the terrible things about our generation is that the principle [of intellectual understanding] which it accepts so eagerly in the field of the vocations it refuses and shuns in the deeper things of human living. The liberal school and the professional are separated by their choice of the activities which each shall study. Every professional school selects some one special group of activities carried on by the members of one special trade or occupation and brings to the furtherance of these the full light of intellectual understanding and guidance. The liberal school, on the other hand, takes as its content those activities which all men carry on, those deeds which a man must do in virtue of the fact that he is a man; and in this field he seeks to achieve the same enlightenment and insight. The liberal college would learn and teach what can be known about man's moral experience, our common speech, our social relations, our political institutions, our religious aspirations and beliefs, the world of nature which surrounds and moulds us, our aesthetic strivings and yearnings — all these, the human things that all men share, the liberal college attempts to understand."

The fatal fallacies in the foregoing argument for the separation of liberal and professional schools are ably pointed out by Dr. Henry Waldgrave Stuart, professor of philosophy in Leland Stanford Junior University, in a monograph issued by his university under the title "Liberal and Vocational Studies in the College."

Dr. Stuart admits that a vocationally centered education cannot bring forth the best fruits, but he insists also that a strictly liberal education is a plant without roots, and that the relation between the two sorts of education is one of mutual interdependence. Dr. Stuart summarizes his very able argument as follows:

"If even a 'vocationally centered' education is thus deficient, so also is a purely liberal education, through its exclusion of vocational elements. Liberal education is not really adequate and thorough on its own ground

[2] *The American College*, pp. 168 f.

and in its own proper way, if it fails to recognize 'vocation' as a perfectly characteristic and universal human interest along with those other interests and institutions which it makes a point of acknowledging. In fact the vocational interest affords a peculiarly favorable opening for the presentation of the liberal subjects.

"Culture signifies one's disciplined ability for life or conduct as a member of a society. (*a*) Culture in this sense, must comprise both liberal and scientific discipline since (*b*) effective conduct presupposes in every case both the intelligent formation of a purpose to be carried out and a knowledge of the ways and means upon which accomplishment of the purpose must depend. Culture, however, is a *personal* capability for conduct, not the body of actual knowledge which the cultivated person makes use of. Thus the cultural value of the liberal studies lies in the undismayed assurance and steadiness of *mental attitude* with which they enable the individual to confront the crises of experience in which he must act. In like manner, the cultural value of scientific knowledge lies in the *habitual attitude* of measured confidence and eagerness with which the individual proceeds to the execution of the purposes which he has formed; and in that temperate sense of being master of his environment which characterizes the man of science. Science is thus essentially a part of vocational education, using the word 'vocational' not in the sense of 'occupational' or 'gainful' but in the sense of having to do with ways and means of attaining our purposes. This statement is no less true of 'pure' science than of 'applied' science, notwithstanding the view sometimes confusedly held that 'pure' science is one of the liberal subjects. The social sciences hold a position intermediate between the natural sciences and the liberal disciplines, partaking of the vocational character of the former and the liberal character of the latter. This is illustrated by reference to politics, economics, history and law. In so far as a social science is both vocational and liberal, it has the cultural value belonging to each of these qualities.

"Conceiving culture, then, disciplined capability for conduct in a society, we must hold (*a*) that the proper evidence of culture must consist in the individual's responsive fulfilment of his personal functions in the society he lives in and (*b*) that the products of the culture of the past age can not serve as absolute standards for the present. Our present age, being one of social idealism and of increasing application of the resources of nature to human ends, it is essential that our ideal of education and of personal culture should embody, in close and well-balanced coöperation the liberal and the vocational elements."

The foregoing quotation from Dr. Stuart defines the philosophy which has guided the faculty of this school in the coördination of the vocational aspects of religious education and social service and the traditional disciplines of the liberal arts college.

STRENGTHENING THE COLLEGIATE BACKGROUND

Pioneers in the graduate professional training of leaders in the field of religious education very soon discovered that high-grade graduate work in this field could not be done because the undergraduate courses had been unwisely selected. Graduate students in chemistry, biology, mathematics, history, and sociology have pursued basic courses in their respective fields in high school and college. They are prepared for advanced graduate courses in these fields. College students entering schools of theology and schools of religious education are often very inadequately prepared for graduate work in these fields, and consequently the first courses in the graduate schools of theology and religious education are apt to be introductory courses of an undergraduate character and unworthy of graduate ranking. To obviate a similar difficulty, medical colleges reached down into the college and arranged a group of premedical courses such as biology, bacteriology, and organic chemistry, which would completely satisfy collegiate demands, but which would also provide the undergraduate prerequisites upon which real graduate work could be predicted. In like manner engineering colleges, wishing to strengthen their graduate work, reached down into the college and arranged a group of preëngineering courses, including such subjects as physics, higher mathematics, chemistry, and geology, which satisfied the academic demands of the college, but which at the same time provided an undergraduate basis upon which real graduate work could be done.

Now when college graduates entered schools of religious education for graduate work with majors in Latin, mathematics, and the like, and without a single high school or college course in the Bible, ethics, metaphysics, philosophy, church history, history of religion, religious education, psychology, educational theory, sociology, or history of education, it was very clear that such students were not prepared to do graduate work in these fields. To give them a year or two of *under-*

graduate work in a graduate school and then send them out with an M.A. degree in religious education would cheapen the profession of religious education and outrage all approved academic ideals. To permit such students to enter standard graduate courses for which they have had no appropriate introductory courses — such as philosophy of religion without previous work in metaphysics or introduction to philosophy, or psychology of religion without preparatory courses in general psychology, or introduction to Johannine problems without previous courses in Biblical history and literature — would tend to lower the academic standards of the courses into which such students were admitted, and to result in superficial and unsatisfactory work on the part of such students. There was but one proper course to pursue, namely: to follow the precedent of colleges of medicine, colleges of engineering, and colleges of other professions, and *reach down into the undergraduate field for the purposes of strengthening the graduate field.* Accordingly, the School of Religious Education and Social Service established its own undergraduate college in which college students may pursue prereligious education courses in Bible, metaphysics, philosophy, ethics, psychology, and education, along with their language, history, science, literature, and the other disciplines of the standard college course.

After a very careful analysis of the requirements for baccalaureate degrees in the standard colleges of America, the faculty of this school has adopted standards for a baccalaureate degree which fully meet the academic and cultural requirements of the historic bachelor of arts degree, and at the same time provide that insight into the fields of religion and social science which will be required of those who are to be leaders in the church work of the future.

III AN ACADEMIC ADVENTURE

When this school was established ten years ago, the faculty and administrative officers knew the nature of the problems which they would be called upon to solve. They were starting on an academic adventure, but they were not wholly without guides or precedents. Medical education, engineering education, public education, and other kindred vocations had blazed trails ahead of them. Educational and experimental psychology had conducted research which yielded valuable by-products for religious education and social service. Guided by such precedents as were at hand, the faculty of this school has attacked its many difficult problems. From the beginning, our faculty was faced with such pertinent questions as the following:

a. What are the general courses which prepare students to participate in a democratic society? Can these courses be secured at the college of liberal arts, the school of education, and the school of theology, or must they be offered by a separate faculty?

b. What are the courses which best develop the spiritual life of students?

c. What specialized body of knowledge belongs to each vocation for which students are to be prepared?

d. What technical instruments are necessary for the application of the specialized knowledge of each vocation?

e. What types of organized and directed experience will produce the skill required for each vocation, and how shall practice be related to theory?

f. Are there common elements which underlie many related fields of practice? If so, what are the common elements which belong to the vocations represented by this school?

g. Granted that all religious and social workers must have knowledge of human nature, an insight into the nature of society, knowledge of the history, philosophy, and psychology of religion, and knowledge of the Church as an institution,

including its history, agencies, and materials — can candidates for many vocations secure their training in the same courses?

In developing the content for courses of instruction, it soon became evident that, for curriculum purposes, religious education and the various forms of social service must be regarded as fields of human endeavor which draw their data from many sciences and from many arts.

Later chapters in this Decennial Report will tell the story of the creation of over 200 courses of instruction and the formulation of various vocational groups of courses.

The technique of curriculum reconstruction used in achieving the four objectives discussed in the foregoing pages involved much carefully organized experimentation. To protect the offerings from the criticism of the liberal arts colleges and to guarantee the validity of our undergraduate degrees as *cultural* degrees, rather than *vocational* degrees, it was decided to adopt the *median* offering in the standard American colleges as an academic danger-line. Dr. A. J. Klein is right in observing that "the tendency to base standards on 'averages' or 'medians' results in placing a premium on mediocrity and discouraging attempts to attain goals other than central tendencies."[3] But "medians" were used by this school not as goals, but as points, representing in a way racial experience and a consensus of expert opinion, from which the program of this school would not depart without very careful experimentation or the testimony of a group of approved colleges which were departing from the median after careful investigation. During the past ten years in the life of this school, it has usually been above the median offering or practice; when it has gone below the median, it has done so in company with a group of recognized standard colleges. This practice guaranteed the acceptance of the offerings of this school by the various academic standardizing agencies, and still gave a wide range for academic experimentation. From

[3] *Problems of College Education*, p. 25.

the free electives, not needed for the accepted liberal subjects, and from the difference between the maximum and the median offerings in certain traditional liberal cultural subjects, there was secured the required number of semester hours for the courses in religion, Bible, and vocational subjects without the offering of fewer hours in any field than at least half of the approved liberal arts colleges in the nation were offering in the same fields.

Dr. Welton C. John of the United States Bureau of Education made an exhaustive study of entrance and graduation requirements in the colleges of the United States, using data for the academic year 1917–1918. These data were made available for the use of the dean of this school soon after the founding of the school. The next chapter of this report will indicate the use made of median, maximum, and minimum offerings in building the standards for this school.

It is the belief of the administrative officers of this school that there has been worked out here during the past decade a reasonably satisfactory solution of the problems of preserving cultural ideals and at the same time finding room for religion as a major academic discipline, allowing for a reasonable vocational emphasis (which enriches the so-called cultural courses while being strengthened by them in return), and providing for undergraduate preparation for graduate work in religion and social service.

CHAPTER X

An Interpretation of the Current Academic Standards and Practices of Boston University School of Religious Education and Social Service[1]

I INTRODUCTORY STATEMENT

This document has been prepared by the dean in answer to inquiries which frequently come to this school regarding the relative value of its degrees of bachelor of religious education and bachelor of social science, and the older degrees of bachelor of arts and bachelor of science. A careful reading of the following pages will, it is hoped, make it clear that the baccalaureate degrees offered by this school are *cultural*, rather than *professional* degrees, and that the requirements for these degrees meet all of the academic requirements of the bachelor of arts degrees as now administered by the accredited colleges of the United States. The degree of bachelor of religious education (B.R.E.) is, in fact, the degree of bachelor of arts with a major in religious education. Other standard colleges offer the B.A. degree for the same academic requirements as our B.R.E. and B.S.Sc. degrees.

The following pages discuss in detail the requirements for entrance and graduation from undergraduate courses in this school; the present requirements were adopted by the faculty on September 18, 1922, and they have been in force since that

[1] The academic practices accredited to various colleges in this report are for the academic year 1917–1918, the year prior to the founding of this school. These data may be found in a bulletin of the United States Bureau of Education under the title "The Liberal Arts Degree," prepared by Dr. W. C. John. This chapter has been in circulation as a bulletin of information for five years.

date. Very similar standards have been in operation since the beginning of this school.

II ENTRANCE REQUIREMENTS

In practice, the School of Religious Education and Social Service has followed the entrance regulations of the North Central Association of Secondary Schools and Colleges. Fifteen units are required for entrance. The entrance credits must be distributed as follows:

English	3 units
Algebra	1 unit
Geometry	1 unit
Social science (history, civics, economics, and the like)	2 units
Electives	8 units
(not more than 3 of the 8 electives may be vocational or special work)	

Requirements for admission to the freshman class are based upon the current practice of a majority of American colleges. Where no foreign language is offered for admission, the requirements in this subject for graduation are increased. Vocational subjects are such as stenography, typewriting, bookkeeping, music, drawing, agriculture, and domestic science.

In the event that a student has the required total of fifteen units of credit and lacks the required number of prescribed units, he may be entered with a condition of not to exceed two units in prescribed courses. Students offering fourteen units of approved work and lacking one prescribed or elective unit will be granted conditional entrance. All entrance conditions must be removed before promotion to sophomore classification.

An analysis of the foregoing entrance requirements follows.

1. ENGLISH, THREE UNITS

This is the standard English requirement for the country. The following table will show the median and the mode for

both State and endowed colleges for the United States. The minimum is two units and the maximum is four units.

UNITS OF ENGLISH REQUIRED FOR ENTRANCE IN 185 AMERICAN COLLEGES

Degree	*Median*	*Mode*
A.B. (State)	3	3
A.B. (endowed)	3	3
B.S. (State)	3	3
B.S. (endowed)	3	3
B.Ed. (State)	3	3
B.Ed. (endowed)	3	3
Ph.B. (State)	3	3
Ph.B. (endowed)	3	3

2. FOREIGN LANGUAGE, NO UNITS

The following institutions require no entrance units in foreign language of candidates for the A.B. degree: University of Chicago, Stanford University, University of Pittsburgh, Swarthmore College, the State Universities of Nevada, North Dakota, South Dakota, Utah, Mississippi, and South Carolina, and the State College of Washington.

UNITS OF FOREIGN LANGUAGE REQUIRED FOR ENTRANCE IN 193 AMERICAN COLLEGES

Degree	*Median*	*Mode*
A.B. (State)	3	2
A.B. (endowed)	4	4
B.S. (State)	2	2
B.S. (endowed)	3	2
B.Ed. (State)	2	2
B.Ed. (endowed)	2	2
Ph.B. (State)	6	6
Ph.B. (endowed)	5	5

The mode for foreign language for all schools is two units. Four units is the mode for the A.B. in endowed schools.

This school can hardly refuse admission to the graduates of English "departments" or "courses" in the accredited secondary schools of the country. It seems advisable to follow the precedent of the eleven colleges and universities mentioned above and admit the students without condition and require

of them before graduation our maximum number of hours in foreign language.

3. MATHEMATICS, TWO UNITS

An additional unit of mathematics is recommended, though not required. The practice for the country is indicated in the following table:

UNITS OF MATHEMATICS REQUIRED FOR ENTRANCE IN 191 AMERICAN COLLEGES

Degree	*Median*	*Mode*
A.B. (State)	2	2
A.B. (endowed)	2½	2½
B.S. (State)	3¼	2
B.S. (endowed)	2½	2½
B.Ed. (State)	2	2
B.Ed. (endowed)	2	2
Ph.B. (State)	2½	2½
Ph.B. (endowed)	2½	2½

Mathematics is required by all State universities and colleges for entrance to the A.B. curricula. All endowed schools, except Chicago University and Stanford, also prescribe it. Mathematics is not prescribed as entrance to courses leading to the bachelor's degree in education by Chicago University, Columbia University, or the State Universities of Mississippi and Arkansas.

A tendency on the part of students in this school to ignore mathematics in the selection of the free electives in their bachelor's courses justifies us in preserving the median entrance requirement in mathematics.

4. SCIENCE, NO UNITS

Science is required for entrance to the A.B. course by twenty-six of the forty-nine State schools and by thirteen of the fifty endowed schools. It is required for entrance to the course in education by fifteen of the thirty State schools and by two of the twenty-eight endowed schools. The median and the mode for all degrees in all schools is one unit.

5. SOCIAL SCIENCE (HISTORY, CIVICS, ECONOMICS, AND THE LIKE), TWO UNITS

History or social science is a prescribed entrance requirement for the A.B. course in thirty-nine out of forty-nine State schools and in thirty-three out of fifty endowed schools. It is prescribed for the bachelor of education degree course by twenty-two out of thirty State schools and by two endowed schools. In 113 out of 135 institutions, one unit of social science is prescribed for entrance. The median and mode for all degrees in all schools is one unit.

6. ELECTIVES, EIGHT UNITS

The prescribed requirements of endowed schools are approximately one unit higher than those of State schools for the A.B. and B.S. degree courses; but for the bachelor of education degree, the requirements are nearly three units more in the State schools than in the endowed schools.

There is little uniformity of standards in the prescribed requirements. The frequencies are small. The mode is nine. There are eighteen different standards in a total of fifty-two instances for the A.B. degree (State). There are twenty-one different standards in a total of fifty-four instances for the A.B. degree (endowed). There are fifteen different standards in a total of thirty instances for the bachelor of education degree (State), and four different standards in a total of six instances for the bachelor of education degree in the endowed schools.

The number of prescribed and elective courses in certain representative schools is shown in the tables on page 144.

By requiring seven prescribed and eight elective units for entrance, this school places itself between the medians for the bachelor of education degree in endowed and State schools, with Columbia University, University of Chicago, University of Missouri, University of Pittsburgh and University of Nevada requiring fewer prescribed hours for the bachelor of

PRESCRIBED AND ELECTIVE REQUIREMENTS IN REPRESENTATIVE INSTITUTIONS

Institutions	*Prescribed units*			*Elective units*		
	A.B.	*B.S.*	*B.Ed.*	*A.B.*	*B.S.*	*B.Ed.*
Stanford University	3	..	..	12	..	..
University of North Dakota	4	4	4	11	11	11
University of Nevada	5	..	5	..	..	..
University of Pittsburgh	6	..	6	9	9	..
University of Missouri	..	..	6	9	..	9
Carleton College	7	7	..	7	8	..
University of Illinois	8	6	..	7	8	..
University of Michigan	8	..	8	7	..	7
Northwestern University	8	8	..	7	7	..
University of Iowa	8½	..	8½	6½	..	6½
University of Minnesota	9	..	9	6	..	6
University of Chicago	9	5	3	6	10	..
Wesleyan University	9	8½	..	5	6	..
Columbia University	10	..	3	5	7	12
Brown University	11½	..	..	3	..	..
Oberlin College	12	..	..	3	..	..
Harvard University	10	..	..	5	6	..

PRESCRIBED AND ELECTIVE ENTRANCE REQUIREMENTS IN AMERICAN COLLEGES AND UNIVERSITIES

Degree	*Prescribed units*		*Elective units*	
	Median	*Mode*	*Median*	*Mode*
A.B. (State)	9½	9	5	6
A.B. (endowed)	11	9 or 11½	4	5
B.S. (State)	9	9	6	4–6–8
B.S. (endowed)	9½	10½	5	4–5–6
B.Ed. (State)	9	9	6	6
B.Ed. (endowed)	6.7	3 or 9	8½	6–12
Ph.B. (State)	12½	12½	2	2
Ph.B. (endowed)	11½	11½	3½	none

education degree; with University of Illinois, University of Chicago, and University of North Dakota prescribing fewer hours for the B.S. degree, and with University of Missouri, University of Pittsburgh, University of Nevada, University of North Dakota, and Stanford University prescribing fewer hours for entrance to the A.B. degree courses.

By limiting the prescribed subjects to three subjects or groups of subjects, we fall again in the group of bachelor of education requirements. The average number of prescribed subjects for the degree in education in State schools is 3.96 subjects, while in the endowed schools it is only 2.83 subjects.

Some schools control *distribution* as well as provide for *concentration* by means of semi-elective subjects. For example, the choice of 4 units from chemistry, physics, or language, other than English, may be required *provided* the student elects a certain science. Prescribed units are classified as (1) specified subjects, such as English composition or algebra; (2) subject requirements, such as foreign language, science, and social science, and (3) degree-group or case subjects, such as designated groupings of subjects for entrance to A.B. courses; and different groupings of subjects for entrance to B.S., Ph.B., or B.Ed. courses. This school has adopted number (2) of this classification.

7. ENTRANCE WITH CONDITIONS

Thirty-five State and five endowed schools permit entrance conditions to the extent of two units, and eight State and five endowed schools admit conditioned students without specifying the exact number of units which may be allowed; seven State and nine endowed schools permit one unit of conditioned work.

III REQUIREMENTS FOR BACHELOR OF RELIGIOUS EDUCATION AND BACHELOR OF SOCIAL SCIENCE DEGREES

A. NUMBER SEMESTER HOURS. One hundred and twenty semester hours of credit shall be required for the degree of bachelor of religious education and bachelor of social science.

B. VOCATIONAL MAJOR. Each student will be required to elect a "vocational" major of eighteen hours. The vocational major will consist of two types of courses: (1) courses giving vocational information, and (2) courses giving technical skill. Not to exceed six semester hours may be taken in group (2) such as practice teaching, or courses in which the laboratory work is organized to secure practical skill.

Thirty schools require a major subject in addition to the required subjects for the A.B. degree. Forty-seven schools

have definite major and minor requirements for the A.B. degree. It is by use of majors and minors that the institutions seek to secure concentration; by the use of required subjects, they seek to preserve balance and distribution.

The range of "major" requirements is from eighteen hours required by the State University of Mississippi to eighty-four hours required by the State University of Minnesota. There is a tendency to have the sum of the minor subjects equal to the major. The following table will show the distribution in both State and endowed schools:

SEMESTER HOURS REQUIRED FOR MAJOR SUBJECT IN AMERICAN COLLEGES

State				*Endowed*			
Institution	*A.B.*	*B.S.*	*B.Ed.*	*Institution*	*A.B.*	*B.S.*	*Ph.B.*
Florida	18	18	..	Princeton	12	12	..
Delaware	18	..	..	Brown	18	18	18
Virginia	18	18	..	Oberlin	18–36	..	..
Illinois	..	18	..	Pennsylvania	18	..	..
Oregon	20–40	20–40	..	Columbia	18	..	..
Wisconsin	20–40	..	..	Swarthmore	18	..	..
Alabama	24	24	12–24	Wesleyan	18	..	..
Arizona	24–30	24–30	..	De Pauw	24	..	..
California	24	..	..	Tulane	..	30	..
Iowa	20–40	..	20–40	Beloit	26–48	..	..
Nevada	24–32	..	..	Harvard	36	..	..
North Carolina	24	..	..	Stanford	40–60	..	..
Utah	24	24	..				
Kansas	30–60	..	..				
Montana	30–40	30–40	..				
Ohio	30	..	..				
Ohio State	..	..	32				
Maine	36–48	..	..				
Average	25	22	19.33	*Average*	23.2	20	18
Median	24	22	..	*Median*	18	..	..
Mode	24	18–24	..	*Mode*	18	..	..

Inasmuch as our vocational major is comparable to the major in education required for the bachelor of education degree by standard American institutions, it is illuminating to

note that all but nine of the thirty-five institutions offering the bachelor of education degree require more than eighteen hours' work in education. University of Michigan requires eleven hours; Iowa, fourteen hours; Nebraska, fifteen hours; Minnesota, fifteen hours. Seven State universities, including University of Missouri, require twenty-four hours of education. University of Chicago requires twenty-three and one-third hours, Johns Hopkins and Goucher College, twenty-four hours. University of Pittsburgh requires thirty-eight hours, and the maximum is reached by Columbia University, which requires forty-five hours in education.

It will be noted, therefore, that our requirement of eighteen hours for a vocational major is, with the exception of Princeton, at the lowest point of required hours for major subjects, and that it is eighth from the bottom in a list of thirty-six colleges in the number of hours required in education for a bachelor of education degree. This conservative position is justified (1) because we are in a new field, and (2) because our major has a vocational or at least a prevocational slant, just as premedical, preëngineering and prelaw majors look in the direction of these vocations. It should be noted that our vocational major subjects are *content* courses worthy of credit for their *cultural* value and not *practice* courses leading only to practical *skill*. In the interest of our academic rating, we have kept our professional courses underemphasized, rather than overemphasized.

C. Required Subjects. The historical baccalaureate provides a substantial and progressive course of study including (1) language and literature, (2) history, (3) economics, (4) natural science, and (5) philosophy, including psychology. If the distinctive purposes of this school are achieved, our baccalaureate must preserve the essential disciplines of the old and add values which it does not possess, thus providing for our students *a progressive, pedagogical arrangement of bodies of knowledge and types of conduct and experience* which will accomplish the three objectives announced in our catalogue;

viz., provide (1) the common elements necessary to an intelligent participation in a democratic society, (2) furnish proper stimuli for spiritual growth, and (3) give a minimum of prevocational courses which will include both vocational information and technical skill.

There are certain common elements which underlie the work of all religious and social workers. That is to say, there are common elements which belong to all the vocations for which this school attempts to prepare its students. All religious and social workers must have (1) a knowledge of human nature; (2) an insight into the nature of society; (3) a knowledge of the history, philosophy, and psychology of religion, and (4) a knowledge of the Church as an institution, including its history, agencies, and materials.

Our required subjects are derived from two basic groups of disciplines, as follows:

Liberal Arts *Common disciplines required for participation in a democracy*	Liberal Arts *Common disciplines required for religious or social leadership in a democracy*
1. Language and literature	1. Knowledge of human nature
2. History	2. Insight into the nature of society
3. Economics	3. Knowledge of the history, philosophy, and psychology of religion
4. Natural science	4. Knowledge of the Church as an institution, its history, agencies, and materials
5. Philosophy	
6. Mathematics	

A proper synthesis of these two groups of disciplines, or bodies of knowledge, will give us a core of required subjects which will satisfy the most exacting demands for liberal culture, and at the same time furnish the most acceptable background for future professional training for religious and social work.

D. Distribution of Required Courses. The following required courses are recommended:

1. *English, Fourteen Hours, Including Two Hours of Public Speaking.* The following table will show the distribution of English requirements by semester hours in American colleges:

REQUIRED NUMBER SEMESTER HOURS OF ENGLISH IN AMERICAN COLLEGES

Degree	*Median*	*Mode*
A.B. (State)	6	6
A.B. (endowed)	6	6
B.S. (State)	9–10	6
B.S. (endowed)	6	6
B.Ed. (State)	8	6
B.Ed. (endowed)	6–8	6
Ph.B. (State)	10	10
Ph.B. (endowed)	12–13	6 or 12

Our requirement of fourteen hours in English will be above the common practice. It will, however, be in harmony with the practice of many of the leading institutions of the country.

For the A.B. degree, nine colleges, including Columbia and Northwestern Universities, require ten hours; twenty-four colleges, including Johns Hopkins, Baker, Brown, and University of Pennsylvania, require twelve hours; University of North Carolina requires fourteen hours; thirteen colleges require more than fourteen hours, including Bryn Mawr, with twenty hours, and De Pauw, with twenty-two hours.

For the B.S. degree, Delaware College, with sixteen hours, University of Virginia, with eighteen hours, and State College of Washington, with twenty hours, are among the colleges that require more than fourteen hours of English.

For the B.Ed. degree, Miami University requires thirty-two hours, and Columbia University requires twelve hours. There is a tendency to require a large number of hours in English for the education degrees.

The place of English in the message and ministry of our graduates justifies the number of required hours of English recommended.

2. *Foreign Language, Six to Twelve Hours.* Students bringing four or more entrance units in foreign language, six hours;

students bringing two or three entrance units in foreign language, nine hours; students bringing one or no entrance units in foreign language, twelve hours.

Foreign language is prescribed for the A.B. degree by all the State schools except Arkansas, Michigan, Nebraska, Wyoming, Colorado, and Minnesota. All of the endowed schools prescribe it except Stanford, Yale, Western Reserve, and Wellesley. For the B.S. degree, foreign language may be omitted at Michigan, Nebraska, New Hampshire, and University of Chicago. For the bachelor's degree in education, foreign language is not prescribed at Arkansas, Michigan, Utah, Colorado, Nebraska, Wyoming, Minnesota, Washington, and Oregon. University of Chicago does not prescribe it for either the degree in education or the Ph.B. degree. It is required in all other colleges for both Ph.B. and Litt.B. degrees.

The common practice is shown by the following table:

SEMESTER HOURS OF FOREIGN LANGUAGE REQUIRED BY AMERICAN COLLEGES

Degree	*Median*	*Mode*
A.B. (State)	12	12
A.B. (endowed)	18	12
B.S. (State)	12	12
B.S. (endowed)	12	12
B.Ed. (State)	12	12
B.Ed. (endowed)	12	12
Ph.B. (State)	12	12
Ph.B. (endowed)	12–34	24–36

Our maximum requirement is the median for the country as a whole. Our minimum requirement is the same as the requirement of Columbia University, Johns Hopkins University and Goucher College, and the Universities of Florida and Nevada for the B.Ed. degree. Our minimum is also the same as the A.B. language requirements of Northwestern University, Wesleyan University, the Universities of Illinois, Florida, Nevada, California, and Maine and Cornell University. Our language requirement is 4.22 per cent of the total require-

ments of the eight years' work, including high school and college. This is in the range of the minimum requirements in foreign language for the country as a whole, as the following table will show:

MINIMUM PERCENTAGE OF REQUIREMENTS FOR EIGHT-YEAR PERIOD DEVOTED TO FOREIGN LANGUAGES

Degree	*Minimum*
A.B. (State)	4.09
A.B. (endowed)	4.68
B.S. (State)	2.50
B.S. (endowed)	4.68
B.Ed. (State)	2.50
B.Ed. (endowed)	4.68
B.R.E. and B.S.Sc.	4.22

The leading institutions in the same foreign-language group as our school are shown in the following table:

FOREIGN-LANGUAGE REQUIREMENTS FOR BACHELOR'S DEGREE FOR EIGHT-YEAR PERIOD OF SELECTED INSTITUTIONS

Institution	*Degree*	*Percentage of eight-year requirements*
University of North Dakota	A.B and B.S.	4.09
University of South Dakota	A.B.	4.68
University of Pittsburgh	A.B. and B.S.	4.68
Swarthmore College	A.B.	4.83
University of Nevada	B.S. and B.Ed.	2.50
University of Illinois	B.S.	6.50
State College of Washington	B.S.	6.66
Columbia University	B.S.	5.00
University of Michigan	B.Ed.	6.66
Columbia University	B.Ed.	2.50
Boston University	B.R.E. and B.S.Sc.	4.22

3. *Mathematics, No Requirements.* The primary mode for the colleges of the country is six hours, and the secondary mode, eight. Twenty-nine out of forty-nine State schools do not prescribe mathematics for the A.B. degree, and eighteen out of fifty endowed schools have no requirements in mathematics. Harvard, Pittsburgh, University of Chicago, and the Universities of Michigan and Nebraska are among the thirteen

schools which do not prescribe mathematics for the B.S. degree.

Twenty-three out of thirty State schools and five out of six endowed schools do not require mathematics for the B.Ed. degree. This list includes Johns Hopkins, Columbia, Chicago, Michigan, and Minnesota.

4. *Science, Six Hours (Laboratory).* Twenty-six out of forty-nine State schools and seventeen out of fifty endowed schools have no science requirements for the A.B. degree; four out of twenty-two State schools and twelve out of thirty endowed schools have no science requirement for the B.S. degree, and thirteen out of thirty State schools have no science requirement for the B.Ed. degree. Where science is required, the distribution shows a primary mode of six hours and a secondary mode of twelve hours. The following table shows the distribution for the various academic degrees.

SEMESTER HOURS OF SCIENCE REQUIRED BY AMERICAN COLLEGES

Degree	*Minimum*	*Maximum*	*Median*	*Mode*
A.B. (State)	1	24	8	8–12
A.B. (endowed)	2	76	8	6
B.S. (State)	6	39	16	16
B.S. (endowed)	2	63	12	6
B.Ed. (State)	6	24	8–10	8
B.Ed. (endowed)	6	20	..	6
Ph.B. (State)	..	..	..	..
Ph.B. (endowed)	2	11	8–10	none

There is a growing tendency on the part of our students to add to the six hours of required science, elective courses in general science.

5. *Social Science (Including History, Economics, and Political Science, as Well as Sociology), Twelve Hours.* Social science is required for the A.B. degree by forty-seven out of ninety-nine schools; for the B.S. degree by twenty out of forty-seven schools; and for the B.Ed. degree by twenty-one out of thirty-six schools The general practice is shown by the following table:

SEMESTER HOURS OF SOCIAL SCIENCE REQUIRED BY AMERICAN COLLEGES

Degree	*Median*	*Mode*
A.B. (State)	8	12
A.B. (endowed)	6	6
B.S. (State)	8–12	12
B.S. (endowed)	6	6
B.Ed. (State)	6–8	6
B.Ed. (endowed)	6	6
Ph.B. (State)	..	..
Ph.B. (endowment)	12	None

Our requirement of double the median for B.Ed. degrees may be justified by the fact that our students will be required to have some courses in all the fields included under the general term *social science*. The wide distribution necessitates a larger number of required hours. The maximum for B.Ed. in State schools is twenty-six hours and in endowed schools twelve hours.

6. *Philosophy and Psychology, Fourteen Hours.* A religious and social worker should have as a minimum in this field six hours in psychology, four hours in ethics, and four hours in introduction to philosophy and metaphysics. Besides a knowledge of the fundamental facts of psychology, the student must be given basic courses in philosophy, metaphysics, and ethics. The philosophical temper is an indispensable element in the preparation of religious and social leaders. The competent religious or social leader must be able to do straight philosophical thinking on such concepts and problems as God, reality, values, religion and its nature, personality, society, immortality, and the relation of science and religion. The student preparing for foreign missionary service must especially know the distinguishing features of non-religious philosophies as well as of Christianity. If Christianity does imply the truth of certain philosophical, metaphysical, and ethical theories and the untruth of others, it is essential that religious leaders be given a thorough introduction to all these fields. Fourteen hours is not an unreasonable requirement in view of these considerations.

It should be said, however, that only thirty schools require philosophy and psychology for the A.B. degree; seventeen for the B.S. degree; seventeen for the B.Ed. degree; and four, for for the Ph.B. degree. It will be noted from the following table that our requirement is two and one-half times as great as the median for the country as a whole.

SEMESTER HOURS OF PHILOSOPHY AND PSYCHOLOGY REQUIRED BY AMERICAN COLLEGES

Degree	*Median*	*Mode*
A.B. (State)	6	6
A.B. (endowed)	6	6
B.S. (State)	6	6–12
B.S. (endowed)	6	6
B.Ed. (State)	6	6
B.Ed. (endowed)	4–12	none
Ph.B.(State)	..	..
Ph.B. (endowed)	6	none

Our requirement of fourteen hours is exceeded by only one American college or university. The Catholic University of America requires eighteen hours for graduation from its school of letters; twenty-four hours from its school of philosophy; and thirty-seven hours for its Ph.B. degree.

7. *Bible, Fourteen Hours (Including Three Hours in Christian Doctrine).* Courses in the Bible are prescribed by only seventeen colleges for the A.B. degree; by seven colleges for the B.S. degree; and by five colleges for the Ph.B. or Litt.B. degree.

Rutgers, Beloit, and Western Reserve require two semester hours; Haverford and Swarthmore require three; University of the South, Goucher, Oberlin, and Wells prescribe four hours; Smith and Wellesley, six hours; American Catholic University and Fayette College, eight hours; and Muhlenberg College, fourteen hours.

8. *Fine Arts, Four Hours.* The study of art or art appreciation is required by only three colleges. Rutgers requires two semester hours for the A.B., B.S., and Litt.B. degrees. Pennsylvania State College requires one semester hour and Oberlin two semester hours for the A.B. degree.

9. *Religious Education, Eight Hours; or Social Service, Six Hours.*

IV TOTAL PRESCRIBED COLLEGE GRADUATION REQUIREMENTS

The following table will show the total number of prescribed hours required for college graduation for the different college degrees in the American colleges.

SEMESTER HOURS OF PRESCRIBED COLLEGE GRADUATION REQUIREMENTS

Degree	*Average*	*Per cent of total requirements*	*Median*
A.B. (State)	39.8	32.8	39
A.B. (endowed)	53	40.1	47.5
B.S. (State)	52.5	41.4	60
B.S. (endowed)	55.8	42.2	48
B.Ed. (State)	59	47.2	54
B.Ed. (endowed)	67.7	54.3	73.5
Ph.B. (State)	(34)	(27)	(34)
Ph.B. (endowed)	72.1	53	72
B.R.E. and B.S.Sc. (Boston)	78–84	65–70	78–84

Our number of prescribed hours is somewhat larger than the median for B.Ed. and Ph.B. degrees in endowed colleges. We are, however, still able to point to a respectable group of institutions whose requirements will approximate our own, as the following table will show:

TOTAL PRESCRIBED COLLEGE GRADUATION REQUIREMENTS FOR THE BACHELOR'S DEGREE

Institution	*Degree*	*Total required*	*Total prescribed*	*Per cent prescribed hours*
University of the South	A.B.	136	90	66.2
Catholic University	A.B.	152	128	84.2
University of Virginia	A.B.	120	96	80
College of William and Mary	B.S.	120	80	67
Tufts College	B.S.	120	96	80
University of Vermont	B.Ed.	126	87	77
Columbia University	B.Ed.	120	79	65.8
Tulane University	B.Ed.	132	88	66.7
University of Pittsburgh	B.Ed.	128	92	71.8
Boston University	B.R.E. and B.S.Sc.	120	78–84	65–70

The following table will show our required subjects compared with the averages of prescribed subjects for the bachelor's degree in America.

AVERAGES OF PRESCRIBED SUBJECTS FOR BACHELOR'S DEGREE AND PRESCRIBED REQUIREMENTS FOR BACHELOR OF RELIGIOUS EDUCATION AND BACHELOR OF SOCIAL SCIENCE

Subject	*A.B.*			*B.S.*			*B.Ed.*		
	State	*End.*	*B.R.E., B.S.Sc.*	*State*	*End.*	*B.R.E., B.S.Sc.*	*State*	*End.*	*B.R.E., B.S.Sc.*
Bible . . .	0	6	14	0	7.2	14	0	0	14
Philosophy and Psychology	7	7.6	14	8	5.6	14	5.8	8	14
Social Science	10.6	12.1	12	9.7	6.8	12	9.9	7.6	12
Science . .	11.5	11.4	6	22.4	18.2	6	10.8	10.7	6
Mathematics	7	6.9	0	8.9	8.6	0	7	10	0
Foreign Languages .	15.2	20.7	6–12	12.1	15.6	6–12	13	14.1	6–12
English . .	9	9.7	14	9.7	8.8	14	9.3	8.3	14
Fine arts . .	0	0	4	0	0	4	0	0	4
Religious education .	0	0	8	0	0	8	0	0	8
Totals .	60.3	74.4	78–84	70.8	70.8	78–84	55.8	58.7	78–84

A study of the above table reveals several interesting facts. Our total of required hours is substantially that of the A.B. requirements for endowed colleges, and of the B.S. requirements for both State and endowed colleges. Our requirement is substantially higher than the requirements for the B.Ed. degree, but approximately the same when the requirement for Bible is deducted.

Our requirements exceed the A.B. requirements in Bible, philosophy, English and fine arts; equal them in social science; and fall below them in science, mathematics, and foreign languages. We exceed all items in the B.S. and B.Ed. requirements except science, mathematics, and foreign languages.

Our vocational major requirements are substantially lower

than the vocational major (education) requirements for the B.Ed. degree.

V CONCLUSION

This rather minute and explanatory defense of each item in our entrance and baccalaureate degree requirements is prepared for the information of trustees, faculty, and students. It should be made very clear to everybody concerned that our bachelor's degrees are in all essential respects equal, academically and culturally, to the A.B., B.S., and B.Ed. degrees of the leading colleges and universities in America. In practical operation our baccalaureate degrees

(1) give a wider range of culture than the usual baccalaureate degrees. In addition to English, science, foreign languages, history, and the like, our students are compelled to include such important disciplinary subjects as metaphysics, ethics, philosophy, psychology, sociology, and religion.
(2) provide for fewer free electives, which guarantees closer supervision and more exacting discipline.
(3) include all essential requirements of A.B. degrees in leading American colleges:

Whenever this school falls below the median practice of standard American colleges in any subject of instruction, it does so in company with a respectable number of standard colleges, thus indicating a justifiable deviation from present practice.

(4) reduce the number of free electives in order to add to the range of information and prescribed disciplines.
(5) permit fewer vocational electives than most American colleges accept for the A.B. degree.
(6) provide informational courses which make possible real graduate work in religious and social fields.

The reasons which justify this school in enriching and strengthening the traditional baccalaureate are set forth in a

brochure entitled "Standardizing Religious Education as a New Profession." With the exception of the remainder of page 158, all of Chapter X comprises the report of 1922, which defined the standards adopted at the organization of this school in 1918.)

1928 CATALOGUE STATEMENT OF DISTRIBUTION OF REQUIRED COURSES

The following courses are required for all candidates for baccalaureate degrees:

	Semester hours
Psychology (six hours) and philosophy (eight hours)	14
Laboratory science	6
English: Rhetoric and composition, English literature, public speaking (Students entering with advanced credit from other institutions, who are found to be deficient in English, may be required to pursue specified English courses in this school.)	14
Bible	14
Fine arts	4
Social science (distributed among sociology, history, economics, and political science)	12
Foreign languages (determined by the amount of preparatory language offered for entrance. Schedule of requirements: none or one unit offered, twelve hours required; two or three units offered, nine hours required; four or more units offered, six hours required)	6–12
Religious education (VII. 1, 10) for the B.R.E. or	8
Social science (II.1,2) for the B.S.Sc. degree	6
Electives (not more than eight hours may be in the vocational group)	22–30
Vocational major	18
Total	124

NOTE.—Of the 124 hours required for graduation, not more than eight hours may be earned in non-preparation and practice courses.

CHAPTER XI

The Survey of 1928—General, Educational, Religious

The inauguration of the educational program of this school in 1918 was preceded by a very careful survey of the social, religious, and educational conditions of that period in order that the new school could make a significant contribution to the needs of the times. After a decade of active service, the leadership of this school has felt it to be wise to make another critical survey of the trends of educational, religious, social, and political development; to analyze its own methods, curricula, and administrative policies, and the character of student output for the decade; and to plan for such changes in the present life and policy of the school as may be found wise in the light of the facts revealed by the survey. Such a survey has been made. The following pages will seek to record some of the results of the investigation and to formulate recommendations on the basis of the facts revealed by this survey.

I THE WORLD OUTLOOK

This report is being written on January 15, 1929. The news of the ratification of the Kellogg peace pact by the United States Senate has just flashed over the wires. Ten years ago the World War was just closing. In these years democracy as a whole has made progress. In the whole of Europe, Italy, Spain, Hungary, Greece, Russia, and Poland are the only nations still ruled by dictators. With the growth of democracy comes the growth of education. A whole new world-order is arising. World citizenship will involve an international ethics. One half of all the school teachers in the world are already

the M.A. and Ph.D. degrees in these institutions in the United States. The data in Table 45 have been taken from State universities and private and non-denominational colleges. It will be noted that, during the two years 1917-1919 when this school was being founded, there were 657 advanced degrees granted in education by forty-five institutions. These degrees were classified into thirty-two different groups, such as physical education, pre-school education, and art education. Eighteen theses were in religious education, and there were none in Moral Education. Fifteen of the eighteen degrees were granted by Boston University.

In the two years 1925-1927, there were 2,999 advanced degrees granted in education by ninety-six institutions. The theses were classified into thirty-four groups. Eighty-seven were in the field of religious education and twenty-eight were in the field of moral education. Of the total 115 advanced degrees granted during these two years with theses in the fields of moral and religious education, sixty-one were granted by Boston University. A rapid growth in interest in character education is shown also by surveys to be reported later in this section. Two interesting tendencies appear in tax-supported teacher-training institutions — one is a tendency to introduce courses in Bible and religious education, and the other is a tendency to omit from the curricula of these institutions courses in ethics and philosophy which are basic to a preparation for ethical training.[1]

The problem of ethical training in colleges is accentuated by the materialistic emphasis in modern psychology. An editorial in the *Christian Century*, June 10, 1926, under the caption, "Fads in Education," says:

"Just now behaviorism has become the fad of the American classroom and it is doubtful whether any fad has ever made so quick a conquest. There are scarcely a dozen American colleges of standing in which this

[1]See unpublished thesis by W. Hobart Hill, "Ethical and Philosophical Training of Public School Teachers Since 1870 as Indicated from the Study of Fifteen Outstanding Normal Schools, Colleges and Universities." In Library, Boston University School of Religious Education and Social Service.

TABLE 45

A DISTRIBUTION OF MASTERS' AND DOCTORS' DEGREES GRANTED BY CERTAIN AMERICAN INSTITUTIONS IN THE FIELD OF EDUCATION FROM 1917 TO 1927, WITH SPECIAL REFERENCE TO SPECIALIZATION IN MORAL AND RELIGIOUS EDUCATION

Period covered	*No. institutions reporting*	*No. Ph.D. degrees*	*No. religious education*						*No. moral education*				*Percentage moral ed. degrees*	*Percentage moral and rel. ed. degrees*	*Total moral and rel. ed. degrees*
			No. M.S. and M.A. degrees	*Total degrees*	*No. subject groups*	*Ph.D.*	*M.A. and M.S.*	*Total rel. ed.*	*Ph.D.*	*M.A. and M.S.*	*Total moral ed.*	*Percentage rel. ed. degrees*			
Jan., 1917, to June, 1919 . . .	45	137	520	657	32	3	15	18	0	0	0	2.73	0	2.73	18
June, 1919, to Aug. 31, 1920 . .	41	85	303	388	34	0	5	5	1	1	2	1.29	0.51	1.80	7
Sept. 1, 1920, to Jan. 1, 1922 . .	35	57	419	476	34	1	3	4	1	1	2	0.84	0.42	1.26	6
Jan. 1, 1922, to Nov. 1, 1923 . .	43	140	730	870	34	5	19	24	0	3	3	2.76	0.34	3.10	27
Nov. 1, 1923, to Oct. 15, 1925 .	65	247	1,287	1,534	34	13	37	50	1	4	5	3.26	0.33	3.59	53
Oct. 15, 1925, to Oct. 15, 1927 .	96	392	2,607	2,999	34	14	73	87	2	26	28	2.83	0.89	3.72	115

Boston University Distribution

1917–1919 . . .	2	13	15
1919–1920 . . .	..	7	7
1920–1922 . . .	..	8	8
1922–1923 . . .	1	39	40
1923–1925 . . .	..	54*	54
1925–1927 . . .	1	60	61

* Thirty-five have degree Ed.M.

new type of psychology has not been accepted, even though it has yet to win a conspicuous convert among the psychologists of the rest of the world. If the claims made for it by its leading advocates are accepted, it will do away with all sense of ethical responsibility on the part of the individual. The high priest of behaviorism, in his series of lectures which ranks as the bible of the cult, admits that with the advance of behaviorism to take possession of the field of psychology, philosophy is to disappear from the attention of the college. And this is correct, if the behaviorist is correct in his complete materialization of life."

The announcements of this school have recognized the condition referred to in this editorial by the publication of the following statement setting forth the educational ideals exemplified in this department of Boston University:

"Behavioristic psychology and pragmatism, instrumentalism, naturalism, and materialism in philosophy are profoundly influencing the academic life of America today. The biological sciences are being substituted for psychology, theology and philosophy. Already leaders of religious Education are facing the problem of keeping religious education *religious*. The religious and philosophical departments of Boston University interpret their problems from the viewpoint of personalistic philosophy. This guarantees a warm evangelistic emphasis and at the same time guarantees all the values which flow from the most profound and scholarly research in the field of religious thought and experience. The output from Boston University will be free from naturalism and materialism on the one hand, and from fanaticism and obscuratism on the other hand. It is important that a movement that selects the curricula and determines the religious nurture of the childhood of a continent should have a vital religious faith, and a fundamental philosophy consistent with the great concepts of the Christian religion."

Continuing this study of the status of the religious education movement at the opening of the second decade of this school, four quantitative surveys of the present situation in this field in American colleges will be summarized. The data in these surveys should be compared with the data given on pages 125-129, which represented the conditions a decade ago.

A. The Kent Survey of 1922-1923.[2] This survey reported "the undergraduate courses in religion at tax-supported colleges and universities in America." The data summarized show the following facts:

[2] See *Bulletin of the Association of American Colleges*, II, 65, 1923.

Institutions	*Number reporting*	*Semester hrs. offered*	*Enrolment*
State universities and women's colleges	54	726.5	5,442
State teachers' colleges	74	127.5	2,235
State colleges of agriculture	41	54.1	543
Municipal colleges	8	17	286
Negro colleges	14	6.6	not given
Total	191	931.7	8,506

B. THE UPHAUS-HIPPS SURVEY OF 1923-1924.[3] This study shows that in 1923-1924, 269 denominational institutions offered 914 courses in Bible totaling 2,875⅓ semesters, and that 40,434 students were enrolled.

C. THE BEAM SURVEY OF 1925.[4] During this year 250 denominational colleges offered 136,844 semester hours' work in religious subjects, at least half of which were in English Bible.

D. THE HAGGERTY SURVEY OF 1925-1926. A very complete study was made of religious and Biblical courses in 169 universities and colleges of the United States by Dr. W. A. Haggerty under the direction of the United States Bureau of Education. The unpublished data are available in the United States Bureau of Education at Washington. The following summaries are significant:

SUMMARY OF THE PRESCRIBED COURSES IN RELIGIOUS EDUCATION REQUIRED FOR THE A.B. OR OTHER FIRST DEGREE

Total number of cases	*No. of State institutions*	*No. of non-denominational institutions*	*No. of denominational institutions*	*Semester hrs. of rel. education prescribed*
106	53	42	11	0
21	0	5	16	2–4
31	0	5	26	6–9
11	0	0	11	10–18

Omitting the State institutions, which do not prescribe courses in religion for graduation, Dr. Haggerty found that sixty-three institutions with prescribed courses show the following number of prescribed hours:

[3] See *Bulletin of the National Council on Religion in Higher Education*, No. VI.
[4] See *Christian Education*, VIII, 211 f.

Requirements	*For all institutions*	*For non-denominational institutions*	*For denominational institutions*
Minimum	2	2	2
Maximum	18	9	18
Median	6	4 or 6	6

SUMMARY OF ELECTIVE COURSES IN RELIGIOUS EDUCATION

Total number of cases	*No. of State institutions*	*No. of non-denominational institutions*	*No. of denominational institutions*	*Semester hrs. of rel. education*
88	31	31	26	0
25	14	4	7	3–12
19	5	4	10	13–21
24	3	4	17	24–32
13	..	9	4	33–60

Omitting the cases where no free electives are offered or reported by the institutions surveyed, the following electives are provided:

Requirements	*For all institutions*	*For State institutions*	*For non-denominational institutions*	*For denominational institutions*
Minimum	3	3⅓	3	3
Maximum	60	32	50	60
Median	Between 20 and 21	12	25	24

This survey analyzes the courses of study offered in the fields of religion and religious education in these 169 typical colleges. The following are summaries:

1. *English Bible.* More than 67 per cent of the institutions, 114 of the 169, offer courses in the English Bible, as follows:

Number of cases	*State institutions*	*Non-denominational institutions*	*Denominational institutions*	*Semester hours of English Bible*
55	16	19	20	0
56	17	19	20	2–4
42	13	10	19	5–8
11	6	1	4	9–12
5	1	3	1	13–18

SEMESTER HOURS OF ENGLISH BIBLE

Offered	*For all institutions*	*For State institutions*	*For non-denominational institutions*	*For denominational institutions*
Maximum .	18	16	18	16
Minimum .	2	2	2	2
Median . .	6	6	4	6

2. *History of Religion.* More than 72 per cent of the institutions, 123 of the 169, offer courses in the history of religion, as follows:

No. of cases	*State institutions*	*Non-denominational institutions*	*Denominational institutions*	*Semester hrs. of history of religion*
46	25	15	6	0
21	13	6	2	2–5
40	11	16	13	6–10
27	4	5	18	11–15
13	0	5	8	16–20
15	0	5	10	21–30
7	0	0	7	31–58

SEMESTER HOURS OF HISTORY OF RELIGION

Offered	*For all institutions*	*For State institutions*	*Non-denominational institutions*	*Denominational institutions*
Maximum .	58	14	30	58
Minimum .	2	2	3	2
Median . .	10	6	9	14

3. *Philosophy of Religion.* More than 62 per cent of the institutions, 105 of the 169, offer courses in the philosophy of religion as follows:

No. of cases	*State institutions*	*Non-denominational institutions*	*Denominational institutions*	*Semester hrs. of philosophy of religion*
64	26	23	15	0
52	20	14	18	1–5
36	5	10	21	6–10
12	2	3	7	10⅔–15
5	0	2	3	16–22

SEMESTER HOURS OF PHILOSOPHY OF RELIGION

Offered	*For all institutions*	*For State institutions*	*Non-denominational institutions*	*Denominational institutions*
Maximum	22	12	22	17
Minimum	1	2	1	2
Median	6	3	6	6

4. *Psychology of Religion.* Less than 22 per cent of the institutions, thirty-six of the 169, offer courses in the psychology of religion, as follows:

No. of cases	*State institutions*	*Non-denominational institutions*	*Denominational institutions*	*Semester hrs. of psychology of religion*
133	39	44	50	0
14	7	4	3	1–2
16	6	2	8	3–4
4	1	1	2	5–6
1	0	1	0	7–8
1	0	0	1	9–10

SEMESTER HOURS OF PSYCHOLOGY OF RELIGION

Offered	*For all institutions*	*State institutions*	*Non-denominational institutions*	*Denominational institutions*
Maximum	10	6	8	10
Minimum	1	2	1	2
Median	3	3	3	3

5. *Principles and Methods of Teaching Religious Education.* More than 34 per cent of the institutions, fifty-eight of the 169, offer courses in the principles and methods of teaching religious education, as follows:

No. of cases	*State institutions*	*Non-denominational institutions*	*Denominational institutions*	*Semester hrs. of principles and methods*
111	43	42	26	0
24	8	5	11	2–5
17	1	4	12	6–10
6	1	0	5	11–15
7	0	1	6	16–20
4	0	0	4	21–42

SEMESTER HOURS OF PRINCIPLES AND METHODS

Offered	*For all institutions*	*For State institutions*	*Non-denominational institutions*	*Denominational institutions*
Maximum .	42	12	18	42
Minimum .	2	2	3	2
Median . .	6	3	6	8

6. *Miscellaneous Courses in Religious Education.* More than 51 per cent of the institutions, eighty-seven of the 169, offer courses of a miscellaneous character, such as Hebrew Old Testament, Greek New Testament, and Biblical archæology.

No. of cases	*State institutions*	*Non-denominational institutions*	*Denominational institutions*	*Semester hours of misc. courses*
82	30	23	29	0
43	11	17	15	2–5
30	11	9	10	6–10
6	1	1	4	11–15
8	0	2	6	16–36

SEMESTER HOURS OF MISCELLANEOUS COURSES

Offered	*All institutions*	*State institutions*	*Non-denominational institutions*	*Denominational institutions*
Maximum .	36	14	20	36
Minimum .	2	2	2	2
Median . .	6	4	4	6

E. THE W. A. HARPER SURVEY OF 1927. This survey covered 659 colleges and universities, 164 junior colleges, and ninety-nine four-year teachers' colleges, a total of 922 institutions listed in the *Educational Directory of 1927*, published by the United States Bureau of Education. It secured data for the academic year 1926-1927. The following interesting data are reported in Dr. Harper's volume *Character Building in Colleges*.[5]

There were 239 institutions having separate departments of the Bible; seventy-two having separate departments of reli-

[5] Pp. 135–148.

gious education (there was only one in 1910) with sixty-one of the seventy-two also having separate departments of the Bible; and 218 having combined departments of Bible and religious education — a total of 468 separate institutions having departments of the Bible, departments of religious education, and departments of Bible and religious education in combination.

The personnel employed is significant: 569 of the 922 institutions employed 1,273 professors for these types of work; and 446 of them employed 884 such professors five years ago. As to courses offered, 530 institutions report 3,816⅚ courses offered in these three fields; 514 value their courses at 10,868⅓ semester hours; and 464 report an enrolment in these classes in the first semester of 1927 of 82,518 pupils. With regard to the budget for these courses, during the past five years 196 institutions report an increased expenditure of $531,521.46. For the academic year 1927-1928, 288 of these institutions report a budget for these three types of departments of $1,475,837.57.

A study of the foregoing summaries of recent surveys reveals a most remarkable growth in college and university courses in religion, religious education, and Bible during recent years. Very much is yet to be done, and the movement is only in the early stages of development. There is every reason to believe that the coming decade will witness an even greater growth than the one just closing.

There is yet to mention the rapid development of chairs and departments of religious education in theological seminaries and in the great graduate schools of the nation, such as Union Theological Seminary, Divinity School of University of Chicago, and Yale Divinity School; the graduate departments of religious education in Teachers College of Columbia University, School of Education of Northwestern University, and School of Education in New York University; and the proposed graduate department of religious education in the Yale School of Education.

The problem of training faculty members for these rapidly developing chairs and departments of religion has been and is

very serious. During the past ten years, 120 professors in the field of religious education have been trained in Boston University School of Religious Education and Social Service. This does not count 140 students who have gone to foreign mission fields, many of whom are teaching in colleges.

III THE GROWTH IN PUBLIC EDUCATION

Twenty-eight million children were enrolled in the public schools of America during the year 1928. Elementary education has become practically universal in this country. In 1885, when the writer entered high school, there were but 70,241 pupils in the high schools of the United States and 276,693 students in secondary schools of all types; in 1928 there were 4,000,000 pupils enrolled in high schools. This is 47 per cent of all persons who were of high school age. It is confidently predicted by students of educational problems that, within ten years, two out of every three persons of high school age will be in secondary schools, and that the 434,000 boys and girls graduated from high school in 1928 will reach an annual graduation class of 700,000 by 1938. Public education is extending down to the preschool child and upward to extension courses for adults. One university president has announced a university extension plan by which it is hoped that every graduate of that institution will be enrolled in an extension course every year from his graduation until his death. A bulletin just issued by the National Education Association says:

"Never before has there been so much general interest in safeguarding the mental health of school children. It is significant that approximately twenty courses have been introduced into our colleges and universities to train visiting teachers, workers who are equipped with an understanding of psychology, mental hygiene and social adjustment. The visiting teacher will in time replace the attendance officer."

Three quarters of a million students were in the colleges and universities of the United States in 1928. So rapid has been the growth of high school and college attendance during the past

twenty-five years that President Coolidge has, at the joint request of the United States Bureau of Education and the National Education Association, recommended to the present Congress an appropriation of $500,000 for the scientific study of curricula, methods, and administration of these schools. The crowding of college class-rooms by the product of the standardized high schools has led many colleges to devise ways and means of excluding applicants for admission. These aspiring young people have been given increasingly difficult hurdles to overcome. They have been told that they are mentally incapable of profiting by a college education, that only a small, carefully selected group should be given the privilege of college training. But they and their parents do not agree with the academic advisors. If these high school graduates are not admitted into the colleges that now exist, their parents by public taxation will establish, equip, and standardize colleges that will admit every high school graduate who wishes to enter college. Table 46 shows to what extent State departments of education are standardizing both public and private high schools. Sooner or later, the product of these schools will find their way into the colleges of this country.

President Edward C. Elliott of Purdue University has very truly said:

"Higher Education has suddenly become a problem of mass education. It is no longer the concern of the ambitiously self-selected, individualized or aristocratic few. It touches the practical interest and magnetizes the idealism of the greater part of our increasing population. . . . One is compelled to recognize the country-wide social acceptance of the general principle of the equality of educational opportunity as applied to that which we have come to call higher education. It may be said that in the quarter of a century indicated, society has doubled the necessity of absorbing college graduates and protecting itself against them. . . . A new conception of the meaning of the equality of educational opportunity is being formulated. . . . Equality of educational opportunity is not gained through identity of educational opportunity, but rather through variety of educational opportunity. The recognition of this accounts for many of the characteristic features and changes of our higher schools. How else can the great cosmopolitan institutions of our day be explained? How else may be justified the strivings and

ambitions of even small institutions to meet this or that professional, vocational or specialized cultural need? On what other basis could the present controversies concerning the function and future of the college of liberal arts be carried on? The intrusion of this modification of the old principle of educational equality which I here designate the principle of the variety of opportunity accounts for an entirely new set of issues for colleges, universities and professional schools."[6]

TABLE 46

NUMBER OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCREDITED BY STATE DEPARTMENTS OF EDUCATION (1924)

State	*Public*	*Private*	*State*	*Public*	*Private*
Alabama	144	21	Nebraska	268	28
Arizona	21	1	Nevada	23	0
Arkansas	87	2	New Hampshire	71	13
California	261	62	New Jersey	136	51
Colorado	86	6	New Mexico	24	0
Connecticut	61	5	New York	564	141
Delaware	16	0	North Carolina	118	26
District of Columbia	7	19	North Dakota	147	3
Florida	96	3	Ohio	725	0
Georgia	146	23	Oklahoma	234	21
Idaho	61	1	Oregon	214	15
Illinois	588	99	Pennsylvania	434	82
Indiana	615	26	Rhode Island	21	7
Iowa	633	56	South Carolina	54	6
Kansas	532	32	South Dakota	137	6
Kentucky	197	46	Tennessee	98	41
Louisiana	199	25	Texas	222	19
Maine	166	55	Utah	42	14
Maryland	82	60	Vermont	66	16
Massachusetts	225	6	Virginia	217	51
Michigan	305	43	Washington	181	14
Minnesota	239	34	West Virginia	122	13
Mississippi	136	15	Wisconsin	329	28
Missouri	329	28	Wyoming	37	0
Montana	104	9			
			Total	9,799	1,272
			GRAND TOTAL	11,071	

Turning now to Massachusetts, attention is called to the Report of a Fact-Finding Survey of Technical and Higher Education in Massachusetts directed by Dr. George F. Zook, then specialist in higher education of the United States Bureau

[6] In *Problems of College Education*, pp. 39, 40.

of Education. This report was issued December 28, 1923. Among other facts presented in this report were the following:

a. Massachusetts ranks *first* in the Union in the number of children between seven and fourteen years of age enrolled in elementary schools.

b. Massachusetts ranks *first* in the Union in the number of children between fourteen and eighteen years of age enrolled in high schools or other secondary schools.

c. Massachusetts ranks *twenty-first* in the Union in the number of young people between nineteen and twenty-three years of age enrolled in its colleges. Only 20 per cent of the graduates of Massachusetts high schools are able to go on to college. Why does this State rank so low in college attendance? The majority of the superintendents of schools and high school principals in the State reported to the Fact-Finding Survey Commission appointed by the General Court of the Commonwealth in 1923 "that present tuition rates prevent a considerable number of qualified high school graduates from attending college."

In 1923, Professor Jesse B. Davis of Boston University School of Education made a study of "The Influence of College Entrance Requirements on the Public High Schools of New England."[7] This study shows the following facts:

"Connecticut has 77 public and 55 private high schools. Most New England high schools are small. In Maine there are 4728 pupils in high school; in New Hampshire, 2936; in Vermont, 1712; in Massachusetts, 1728; in Rhode Island, 3157; and in Connecticut, 8595. Of these only 44.6 per cent will be graduated; only 10% will go to college; and only 2 per cent will go to colleges having entrance examinations. Ninety per cent of the high school principals in New England favor the certificate plan of admission."

The conditions set forth in these two studies still obtain in this area. Boston University School of Religious Education and Social Service follows the standards of the North Central Association of Colleges and Secondary Schools, and its con-

[7] *School Review*, XXXI, 445-451 (June, 1923).

ditions of admission are those favored by 90 per cent of the high school principals of the New England States.

It is clear from the foregoing statements regarding the growth of education in this country that the churches of the nation must prepare to present religion to an educated citizenship. One of the great educational tasks of the immediate future is to provide competent leaders for the courses in ethics and religion which will certainly find their way into the high schools and colleges.

What is going on educationally in America is a prophecy of what will be going on soon in every democratized nation in the world. In fact, a significant educational renaissance is already assuming world-wide proportions.

IV SIGNIFICANT TRENDS IN COLLEGE EDUCATION

Dr. Arthur J. Klein, chief of the Division of Higher Education of the United States Bureau of Education, will say in his forthcoming annual report: "Advances in elementary education, the firm establishment of public secondary education, and the desire of the colleges to adjust their programs to the needs of the life which students will live, have all contributed to lack of confidence in the old plan of seven or eight years in the grades, four years in the high school, and four years in college. The entire educational organization from the sixth grade to the attainment of the Master's degree is in process of adjustment." A careful survey of the present tendencies of reorganization furnishes unmistakable evidence that the progressive tendencies which were beginning to take form a decade ago, when this school was formulating its educational policy, have not only shown themselves to be valid and to have had the quality of permanence, but they have already found popular favor throughout the entire nation.

The belief that the secondary schools and the first two years of the college course should constitute a single unit of educational administration, which was then taking form, is now

generally accepted. The rapidly growing junior college movement has affiliated itself with the Department of Secondary Education of the National Education Association. It is generally believed by educational administrators that general education should be completed by the end of the second year in college and that specialization should begin with the third college year. There are those who confidently predict that the senior high school and the junior college will in due time be united into a new administrative unit to do the work of general education formerly done by the liberal arts college, and that the senior college will affiliate itself with the professional school of the university.

Many large universities are already reorganized on this theory. The State universities of California, Washington, Minnesota, Oregon, Michigan, and Nebraska, University of Chicago, and Stanford University are already operating on this basis.

The recognition of the cultural value of vocational courses which was timidly asserted a decade ago is all but universally accepted by standard colleges to-day. A later section of this report will show how widespread is the recognition of vocational specialization in liberal college courses. It is interesting to note what an important part the academic major has played in furthering the vocational emphasis.

A quarter of a century ago there was academic chaos in the American college because of the free elective system that had come as a rather violent reaction to the too rigid prescription of studies by the college faculty. To correct the abuses of the free elective system, the system of academic majors was devised. This system sought to give breadth of culture by prescribing groups of subjects from which elections must be made in order to cover the major branches of human knowledge, and to give concentration through the selection of a major field in which the student chose, with faculty advice, a group of courses in a single field. It has strangely come about that the "major" which was intended to give concentration on a single cultural

field has been the point of entrance of vocational emphasis into the liberal arts curriculum. Dr. Leonard V. Koos, in his study of the bases on which students selected their majors and of the possible relation between college majors and future occupational activity, found that 80 per cent of the college students selected the group of major subjects because of its possible occupational preparation; only 6.6 per cent selected their majors because of esteem for their instructors. Fifty per cent of the college graduates made occupational use of their majors subsequent to graduation. Vassar College, two years ago, in an investigation into why pupils study, found that the two most important factors were (1) interest in the subject and (2) the realization of the value of the work for future use. Instead of the cultural values being lost by the motive of utility, it was found that the student's whole attitude toward college studies was transformed and vitalized by the economic and personal usefulness of the courses elected. The part which vocational interest is now playing in the reconstruction of the college curriculum is shown by the fact that large numbers of students will not remain in a college which denies the privilege of selecting vocational majors. Dr. Koos studied the reasons for changing colleges of 219 students from twenty-one typical colleges. He found that 83.1 per cent shifted from colleges not granting professional majors to universities or other institutions in which professional training was available.

"Some of our higher institutions, among them both colleges and universities, on account of the effect of tradition and a selected persisting clientele will doubtless be able to withstand for a long period the forces of reorganization as presented in this article. It is not unlikely, moreover, that there may be a place in the American school system for a small proportion of institutions of the type that assumes the longer period of non-occupational training before entering upon the work of the professional school. In the face of the apparently inevitable tendencies of reorganization shown, however, they must come to be regarded as atypical, the prevailing type conforming to the trend of reorganization as disclosed. The consummation of this type, bringing with it the upward extension of the secondary school by the inclusion of the junior college years, will go far toward justifying those claims of the friends of this new unit who insist that it will place in the secondary school all

work appropriate to it, foster the evolution of the public school system, and make possible real university functioning.

"As admitted, a small proportion of the separate colleges, especially those with a ballast of endowment and a host of well-to-do and tradition-loving alumni, may be able to withstand the inevitable trend and remain institutions affording unspecialized training throughout a four-year period. Most of them, however, must make further accommodations to the trend, serving their generation in the way in which it insists upon being served."[8]

At the close of its first decade, this school finds itself abreast of the progressive movement in American education with its academic organization and the general character of its offerings approved by the consensus of expert opinion and justified by a decade of successful experience.

[8] L. V. Koos, in *Problems of College Education*, pp. 150–151.

CHAPTER XII

The Survey of 1928—Academic Requirements for College Entrance and Graduation

In a foregoing section of this report, entitled "An Interpretation of Current Academic Standards and Practices," there was set forth a record of the academic practices regarding requirements for entrance and graduation from American colleges that were generally accepted by approved institutions ten years ago, when this school was establishing its requirements. During the decade, the faculty of this school, while doing creative experimental work in curricula construction, has kept closely in touch with academic trends, especially noting the actions of approved standardizing associations such as the following:

I REGIONAL ORGANIZATIONS OF SCHOOLS AND COLLEGES

a. The New England Association of Colleges and Preparatory Schools (founded in 1884).

b. Association of Colleges and Preparatory Schools of the Middle States and Maryland (founded in 1888).

c. North Central Association of Colleges and Secondary Schools (founded in 1892).

d. Association of Colleges and Preparatory Schools of the Southern States (founded in 1895).

e. Northwest Association of Secondary and Higher Schools.

II OTHER SECTIONAL AND NATIONAL GROUPS

a. The New England College Certificate Board, organized in 1892, including:

1. The College Entrance Examination Board (first suggested by President Eliot in 1877, founded in 1900).
2. The National Association of State Universities.
3. The Carnegie Foundation for the Advancement of Teaching.
4. The United States Commissioner of Education, *ex officio.*

b. The National Education Association.
c. The Association of Collegiate Alumnæ, now The American Association of University Women.
d. The United States Bureau of Education.
e. The American Council on Education.
f. The Association of American Universities.
g. The Council of Church Boards of Education.
h. State boards of education (see Table 46).

In 1887 the college presidents of Pennsylvania met at the call of the president of Swarthmore College to consider the question of entrance qualifications. They formed the College Association of Pennsylvania. This was changed in 1892 to the Association of Colleges in the Middle States and Maryland. This association appointed a Committee on Entrance Requirements. This committee called itself the College Entrance Examination Board of the Middle States and Maryland. Because colleges outside of this territory desired to come into the association, in 1900 the title was changed to College Entrance Examination Board. This marks the real organized beginning of standardization.

With the rise of the high school, the question of standardization became one of great importance. Entrance examination boards of private colleges now had to deal with the activities in the field of standardization of

State departments of education,
the American Association of State Universities, and
regional high school associations.

The "unit" of entrance was first fixed by the North Central Association of Colleges and Secondary Schools as one quarter of a full year's work in a secondary school. This "unit" was adopted in 1906 by the Carnegie Foundation for the Advancement of Learning, and it is now universally accepted in the United States. Four years were assumed as the length of the high school course, with from thirty-six to forty weeks per year, recitation periods of from forty to sixty minutes, and four or five recitation periods per week. A year's work equals approximately 120 sixty-minute hours or their equivalent.

The purpose of the standardizing organizations named above includes:

The establishing of *higher* standards
The establishing of *uniform* standards

This is done by lists of accredited schools, uniform examinations, uniform requirements, uniform hours of study, and other means.

This study has revealed a growing practice of using psychological tests for college entrance in lieu of or supplementary to examinations in subjects of study, or certificate credits. This method was first inaugurated by Columbia University in 1918. "This method is based upon the principle that fitness for college is based upon (1) preparation, (2) character and promise, (3) health, and (4) intelligence." The following are among the lists of psychological tests used by colleges for entrance:

a. The Thorndike Test, used by Columbia.
b. The Otis Self-administering Test of Mental Ability, Higher Examination — Form A, for Schools and Colleges.
c. The Terman Group Test of Mental Ability, Grades 7–12 Examination — Form A.
d. The Cross English Test, Examination Form B, for High Schools and Colleges.

e. The O'Rourke General Classification Test, Senior Grade. Form I, For High School Seniors and College Freshmen. Used by Antioch College as sole test for entrance.

III MAJORS AND MINORS

A major is required for purposes of concentration.

1. *No Major.* Requirements that characterize a mainly elective or distributive course.

2. *General Major.* Requirements that accompany a major in science, including mathematics. The characteristics are both distributive and elective.

3. *Limited General Major.* Requirements that accompany a major in natural science. This type shows distribution and degree of concentration.

4. *Group Major.* Requirements that accompany a major in a group subject such a biology. The amount of study for the special subject is not great, but the concentration feature is well marked. Specialization may also be allowed.

5. *Specialized Major.* Requirements that accompany a major in a special subject, such as botany or zoölogy. This type is marked by the large amount required in the major and by much prescribed work. Distribution may also be provided for.

A minor is a course which affords some concentration in a field outside the major subject. A *second minor*, or a *related minor*, is a requirement for those concentrating in a given subject, to be taken in the same general field in some allied department. It affords a measure of distribution.

TABLE 47

A STUDY OF MAJORS AND MINORS IN THE COLLEGES OF ARTS AND SCIENCES OF STATE UNIVERSITIES IN 1924

Institution	*Total hours*	*Major hours*	*Per cent*	*Minor hours*	*Institution*	*Total hours*	*Major hours*	*Per cent*	*Minor hours*
Univ. of Vermont	120	10	8.3	2 courses	Univ. of Utah	122	24	19.7	12
Univ. of Georgia	138	12	8.7	..	Univ. of Iowa	120	24	20.0	..
Univ. of New Hampshire	144	18	12.5	18	Univ. of South Dakota	120	24	20.0	12
Univ. of So. Carolina	140	18	12.8	18	Univ. of Arizona	134	30	22.4	18
Univ. of Idaho	128	17	13.3	10	Univ. of North Dakota	125	25	22.4	16
Univ. of Illinois	130	20	15.4	8	College of William and Mary	126	30	23.8	20
Univ. of Nevada	128	21	16.4	18	Univ. of Indiana	124	30	24.2	20
Cornell University	120	20	16.7	..	Univ. of New Mexico	124	30	24.2	24
Univ. of Oklahoma	120	20	16.7	12	Univ. of Kansas	120	30	25.0	..
Univ. of Wisconsin	120	21	17.5	6	Univ. of Maryland	136	34	25.0	..
Univ. of Florida	136	24	17.6	12	Univ. of Montana	120	30	25.0	..
Univ. of Tennessee	132	24	18.2	18	Ohio State University	120	30	25.0	6
Univ. of Minnesota	120	22	18.3	6	Univ. of Texas	120	30	25.0	12
Univ. of Alabama	128	24	18.8	..	Ohio University	120	30	25.0	18
Univ. of Washington	126	24	18.9	..	Univ. of Arkansas	134	34	25.4	18*
Univ. of Nebraska	125	24	19.3	18	Univ. of Kentucky	127	35	27.6	10**
Univ. of California	124	24	19.4	..	Pennsylvania State College	130	36	27.7	12
Univ. of Missouri	124	24	19.4	18	Univ. of Wyoming	126	26	28.6	14
Univ. of Oregon	124	24	19.4	..	Univ. of Maine	125	50	40.0	..
Univ. of Mississippi	124	18	14.5	12	Univ. of West Virginia	125	30	23.5	..

* 18 for first minor, 12 for second.
** 10 single minor, 20 double minor.

IV THE STUDY

At the opening of the second decade of the life of this school, it was thought wise to conduct another careful inquiry into prevailing academic practice in order that the requirements of this school might be checked up against prevailing practice in any cases in which there might be significant variation from the standards of ten years ago.

Dr. A. J. Klein, chief of the Division of Higher Education in the United States Bureau of Education, and Dr. W. C. John, who is in charge of the department which has direct interest in data of these kinds, were especially helpful in making available to the dean of this school data which were available in published or unpublished form in the bureau. Much original data as yet untabulated were placed at his disposal. This section of this report will include a record of significant facts which indicate current academic tendencies, and a comparison with the record of ten years ago in order to show deviations, if any, which should have the consideration of the faculty of this school.

This study will include seven major fields, viz., English, foreign languages, mathematics, science, social science, religion and the Bible, and vocational subjects. In each of these seven subjects the current academic requirements for college entrance and graduation will be discussed.

1. ENGLISH[1]

UNITS OF ENTRANCE REQUIREMENTS. The median requirement is still three years of entrance English, as it was ten years ago. There are tendencies which seem to indicate a slight trend toward increasing the units of entrance: (1) a few colleges ask for four years of English for entrance; (2) several allow a fourth elective unit in English; (3) many colleges require that the English accepted for entrance shall be acquired in a high school which offers four years of work.

[1]The data under this heading are from an unpublished study of "Pre-College and College English in the United States" by Miss Louise Kingsley, available in the United States Bureau of Education.

Three State universities and two private universities ask for four English units, as follows:

State universities	*Private universities*
California: two required, two elective	Stanford (California): four recommended, two accepted
Minnesota: Four English, or three English, with four foreign languages	University of Pittsburgh (Pennsylvania): Four English for premedical and predental students, three and one-half for others
Florida: Four for engineers	

One unit of elective English (in addition to required English) is accepted by thirty-six of forty-three State universities; by forty-one of ninety-two private universities; by twenty-three of thirty-six State technical colleges; and by six of twelve private technical colleges.

Three State universities and eight private universities ask that English be continued in a four-year high school course.

Two State universities, one private university, and three technical colleges accept fewer than three units. They are:

State universities	*Private universities*	*State technical colleges*
California: Two accepted, two additional recommended	Stanford: Two accepted, two additional recommended	Ohio University: Two units of English
Wisconsin: Two units accepted with one foreign language, otherwise three English units		College of Industrial Arts (Texas): Two units
		Miami University: Two units

Fifteen colleges that admit students on certificate offer subfreshman English courses.

STANDARDS FOR COLLEGE CERTIFICATION. The final universal condition in precollege English in the United States is not in English itself, but in the method of crediting English for college entrance.

Where certification is accepted, a few schools and colleges demand a higher standard for college entrance than for school graduation. The following data show the extent of this tendency:

IV THE STUDY

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Wisconsin: Two units accepted with one foreign language, otherwise three English units		College of Industrial Arts (Texas): Two units
		Miami University: Two units

Fifteen colleges that admit students on certificate offer subfreshman English courses.

STANDARDS FOR COLLEGE CERTIFICATION. The final universal condition in precollege English in the United States is not in English itself, but in the method of crediting English for college entrance.

Where certification is accepted, a few schools and colleges demand a higher standard for college entrance than for school graduation. The following data show the extent of this tendency:

State universities	*State technical colleges*	*Private universities*
California: Standing well above requirements for school graduation	Montana State College: Entrance examination for all not in upper two-thirds of graduating class	Boston College: Examinations for all except graduates of Boston City High School, and who have passed the Province examination with grade of 70
Maine: Standing 5 per cent above requirements for school graduation	Municipal University of Akron, Ohio: Entrance examination for all except those who have received a grade of 80 in last two years in high school and rank in upper third of graduating class	University of Chicago: Certificates only from those having grade 25 per cent higher than that required for graduation
Michigan: Standing higher than requirements for school graduation	University of Cincinnati: Examination for all except those who have grades of 80 in eight units, five of which must be in last two years of high school course	Harvard College: Certificates only from the upper seventh of high school graduating class
Montana: Entrance examination for all who do not rank in upper third of class graduating		
Washington: Grade of 80 in all subjects accredited for entrance		

It is apparent that the majority of colleges in the nation, especially outside of New England, admit students upon the presentation of certificates of graduation from accredited secondary schools without regard to ranking in the graduating classes.

Tendencies in Secondary English. 1. *Coördination and Continuity, Especially in Junior and Senior High Schools.* Efforts are being made to carry Secondary English on into related work in College English.

2. *Ethics and Patriotism.* The ethical purpose of English teaching is being emphasized increasingly. California has published "American Ideals through Literature," Bulletin No. 4, California State Department of Education, by Will C. Wood.

Kansas has instituted a high school English course in argument which is in reality a study of citizenship. "It shows the evolution of democratic ideals, contrasting early tyrants, such

as Nero and King John, with the champions of human rights, Moses, David, Socrates, and Jesus." The defense of individual rights must be accompanied by devotion to the public good. *Democracy, autocracy, aristocracy, republic, citizen,* all are defined. The purpose is to foster school and local patriotism, national and international citizenship.

The colleges do not articulate this purpose in English, but they do sanction it through their selection of English texts, of which on the College Entrance Examination Board list these are typical:

A Tale of Two Cities
Shakespeare
The Ancient Mariner
The Idylls of the King
The Old Testament
Emerson

3. *History of Literature.* There is a tendency in high schools to introduce into high school English requirements courses in the history of literature, and to select the reading of students in sequence determined historically rather than psychologically.

Colleges do not uniformly approve this tendency, because authorities in English are not agreed as to just where, in the course of English studies, the history of literature belongs. Are high school pupils ready mentally for this subject? Should students who will not go on to college spend time on the history of literature, or should they have the inspiration from literary masterpieces without regard to the literary period that produced them? These are questions now being debated by college and secondary school English teachers.

4. *New Electives.* There is a definite trend to the *oral English* of pre-Revolutionary days. It is defined as "the theory and practice of oral expression," including oral reading, declamation, extemporaneous speaking, prepared original speeches, debate, parliamentary law, and dramatics; and involving instruction in phonetics, articulation, use of words, posture, and

gesture, in addition to the comprehension of subject-matter. This trend is indicated by the following data:

State colleges

Iowa State University: Accepts public speaking, one-half unit
Michigan: Public speaking as elective outside English quota
South Dakota: Debating, one-half unit; public speaking, one-half unit
Texas: Argument and debating, one-half unit
Utah: Oral expression and public speaking, one and one-half units
Arkansas: Public speaking, one-half unit, outside English quota
Iowa State College (Ames): Public speaking, one-half unit
North Carolina College for Women: Public speaking, one-half unit
College of Industrial Arts (Texas): Public speaking, one-half unit, outside English quota

Private colleges

Colorado College: Public speaking, one-half unit
Beloit College: Public speaking, elective
Drake University: Public speaking, elective

Bible study is being accepted as entrance credit in an increasing number of secondary schools and colleges. The General Examination Board in group IV of the books for reading includes *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, *Daniel*, *Ruth*, and *Esther*. The State University of Iowa credits Bible for entrance as one-half of one unit outside the English quota. The College of Industrial Arts, Texas, does the same. North Carolina College for Women credits Bible as two units.

The following colleges grant one unit of Bible as entrance outside English quota:

Birmingham-Southern College, Alabama
Agnes Scott College, Georgia
University of Chicago, Illinois
De Pauw University, Indiana
Drake University, Iowa
Baker University, Kansas
Tulane University, Louisiana

Bates College, Maine
Smith College, Massachusetts
Mount Holyoke College, Massachusetts
Wellesley College, Massachusetts
Columbia University, New York City
(for Columbia College only)
Wake Forest College, North Carolina
Fisk University, Tennessee
Colorado College (1.2 units within quota)
Indiana University, Indiana

Four hundred fifty other colleges will accept one unit of Bible credit outside the English quota, but they do not announce the fact in their catalogues.[2]

Source of Prescribed Books. The College Entrance Examination Board does not prescribe its own list of books for candidates taking the entrance examination in English. It makes use of lists prescribed by the National Conference on Uniform Requirements in English, a body made up of representatives of:

The New England Association of Colleges and Secondary Schools.
The Association of Colleges and Secondary Schools of the Middle States and Maryland.
The Association of Colleges and Secondary Schools of the Southern States.
The College Entrance Examination Board.
The Conference of New England Colleges on Entrance Requirements in English.
The College Conference on English in the Central Atlantic States.

This body of delegates meets every three years and selects the books on which the entrance examinations in English are based.

The College Entrance Examination Board in 1924 examined over 19,000 candidates of whom 11,000 were from

[2] Kelley, Robert L., "Academic Credit in Bible Study and Religious Education," *Bulletin of the Association of American Colleges*, Vol. XI, No. 4 (November, 1925); "Biblical History and Literature as a College Entrance Requirement," *Christian Education*, IV, No. 7 (April, 1921).
Kelley, Robert L., *et al.*, "The Definition of a Unit of Bible Study for Secondary Schools," *Christian Education* (published at 111 Fifth Ave., New York), II, No. 15 (July, 1919).

New England, 5,000 were from the Middle Atlantic States, and 100 to 200 were from the Southern, North Central, and Western Divisions. The predominance of applicants from the New England States is due to the predominance of private colleges in the East, and the predominance of State universities in the West, where certification takes the place of entrance examination.

Three out of fifteen entrance units must be in English. English is divided into (1) self-expression (grammar and composition) and (2) appreciation (literature and the classics). The ratio of these two divisions is usually 50-50, although in 1926–1928 the College Entrance Board advised two units for grammar and composition and one unit for literature and the classics. College catalogue requirements usually divide the two fields equally.

The College Entrance Examination Board now offers students their choice of the following two plans:

a. Restrictive Examination or Old Plan. Begun in 1900. Complete examination in all subjects.

b. Comprehensive Examination or New Plan. Begun by Harvard in 1911. Students must present records of secondary schools and character and pass examinations in four subjects, namely,

(1) English;
(2) Latin, for A.B., or French or German for B.S.;
(3) mathematics or physics, or chemistry; and
(4) any subject, not selected from above, from the following list: Greek, French, German, history, mathematics, chemistry, physics.

There is a tendency for certain colleges to require an entrance examination in English even though the students are otherwise eligible for admission in all subjects. This examination does not always condition entrance. It may be merely to indicate in which English section of the freshman year the student should be classified.

REQUIRED HOURS IN COLLEGE ENGLISH IN AMERICAN STATE UNIVERSITIES

Name of State	*A.B. degree*	*B.S. degree*	*Agricultural degree*
Alabama	12	..	..
Arizona	16	10	..
Arkansas	6	6	..
Colorado	10	..	..
Delaware	16	16	..
Florida	10	6	..
Georgia	12	..	12
Idaho	12	12	..
Illinois	9	..	10
Indiana	4	4	..
Iowa	6	6	..
Kansas	5	5	..
Louisiana	12	12	..
Kentucky	6–12	6–12	..
Maine	10	8	..
Maryland	6	..	6
Michigan	6	6	..
Minnesota	15	..	..
Mississippi	6	6	..
Missouri	5	..	..
Nebraska	10	10	10
Nevada	10	10	..
New Mexico	6	..	..
North Carolina	(4 years)	..	..
North Dakota	10	10	..
Oklahoma	6	..	..
Rhode Island	..	7	..
South Carolina	12	12	..
South Dakota	6	..	..
Tennessee	12	..	..
Vermont	(4 years)	..	..
Virginia	12	12	..
West Virginia	10	..	..
Wisconsin	10	6	..
Wyoming	6	..	..

Required English always includes composition and rhetoric. English literature and Shakespeare are also constant elements in all groupings of courses in English, with American literature as a close second.

It will be seen that the offering by this school of fourteen hours in English is well above the median for the country. Out of forty-three State universities,

41 offer argumentation and debate;
40 offer public speaking;

25 offer dramatic production (costuming, staging and the like);
12 offer play-writing;
40 offer courses in Shakespeare;
40 offer type literature courses, such as history of poetry and history of novels;
41 offer American literature;
40 offer English literature;
40 offer history of drama;
35 offer courses in the poets;
39 offer courses in Victorian poetry;
35 offer courses in Romantic poets; and
20 offer courses in English Bible.

Boston University School of Religious Education and Social Service is listed among those institutions whose English department shows marks of creative thinking through its offerings of new and rich courses in many departments of oral and written English.

2. FOREIGN LANGUAGES

Ten years ago this school followed the example of eleven colleges and universities when it decided to require no admission credits in foreign languages. To-day forty out of 142 typical colleges, twenty-seven public and thirteen private, require no foreign language for entrance. (See Tables 48 and 49.)

It was the belief of this school ten years ago that the amount of foreign language required of a student should take into account the whole eight-year period of high school and college. This practice was just beginning to be followed by standard colleges at that time. To-day sixty-eight out of 138 colleges and universities, forty-one out of seventy-nine private and twenty-seven out of fifty-nine State, follow that practice. Current foreign language requirements are shown by Tables 50 and 51. The numerals in column 9 of these tables refer to corresponding numbers on interpretation sheets which follow

the tables. These interpretations are the catalogue statements of the practice of the various colleges. It will be seen that the following statement of the requirements of this school is in harmony with approved practice:

"Foreign Language, determined by the amount of preparatory language offered for entrance. Schedule of requirements: none or 1 unit offered, 12 hours required; 2 or 3 units offered, 9 hours required; 4 or more units offered, 6 hours required."

Because of this now general practice of regarding the high school and college foreign language as of one piece, it is almost impossible to compute the median entrance requirements in this subject by the colleges of the country. The catalogues are not sufficiently specific regarding this requirement. This school might place its entire foreign language requirements in its catalogue as high school requirements in foreign language, and permit them to be completely satisfied by its college requirements. It prefers not to do so, but a study of this subject makes it evident that many colleges do so report their requirements in this subject.

The data for Tables 48 to 51 were compiled by the writer from original data sheets secured from the colleges by the United States Bureau of Education, but previously untabulated.

GREEK AND LATIN — ENTRANCE FOR A.B. DEGREES.[3] In 1924, 234 out of 609 colleges offered beginning courses in Latin and 470 offered beginning courses in Greek.

In fifty-nine tax-supported colleges offering the A.B. degree, there are sixty-two sets of entrance requirements. Foreign language is prescribed in thirty-eight of the sixty-two sets. Modern language is prescribed in only one of the sixty-two sets. There is a tendency in colleges to recommend foreign language to be selected as an alternate subject. Some colleges prescribed no classics unless the student intends to study Latin in college, in which case an entrance requirement of four

[*Text continued on page 212.*]

[3]For sources of the data on Greek and Latin study, see "Latin and Greek in College Entrance," by Brother Giles, Catholic University of America, Washington, D. C.

TABLE 48

MODERN AND ANCIENT LANGUAGE STUDY — COLLEGE ENTRANCE REQUIREMENTS IN PUBLIC INSTITUTIONS (CATALOGUES OF 1924–1925)[4]

Key:

1. Total units required for admission.
2. Total units prescribed for admission.
3. Units of foreign language required for admission.
4. Units of ancient language required for admission.
5. Units of modern language required for admission.
6. Will college accept one unit in foreign language for admission in required language?
7. Is language offered as an elective?
8. Will college grant credit in foreign language in excess of fifteen required for entrance?
9. Does college catalogue define nature and amount of work to be done in high school language?

Institution (*total*, 61)	1	2	3	4	5	6	7	8	9
University of Wisconsin	15	6–7	o	..	..	no	yes	no	yes
University of Washington	15	7	2*	o	o	yes	yes	no	no
State College of Washington	15	5	o	..	..	..	yes	no	no
Virginia Polytechnic Institute	16	7–8	o	..	..	..	yes	yes	no
College of William and Mary	16	9½	3	o–3	..	no	yes	..	yes
University of Richmond	15	11½	4	o	o	no	no	no	no
University of Virginia	15	6½	o	..	..	..	no	..	no
University of Vermont	15	8½	2–7	o–7	..	no	no	no	yes
University of Utah	15	6	o	..	..	..	..	..	..
Agricultural College of Utah	15	7	o	..	..	..	..	no	..
A. and M. College of Texas	15	6	o	o	o	..	no	no**	no
University of Tennessee	15	9½	4	o	o	..	..	..	yes
Clemson Agricultural College	15	7½	2	o	o	..	no	..	no
University of South Carolina	15	11–12	2–3	o	o	..	yes	no	yes
Rhode Island State College	15	9	2	o	o	..	..	..	yes
Pennsylvania State College	15	9	2	..	..	..	..	..	no
Washington and Jefferson College	15	7½–8½	2–4	o–4	2*	no	no	no**	yes
University of Oregon	15	9	2	o	o	no	no	no**	no
Oklahoma A. and M. College	15	7–8½	o–1	..	..	yes	yes	..	no
University of Oklahoma	15	5	o	15	15	..	yes	..	no

TABLE 48 — *continued*

University of City of Toledo	15	15	..	..	..	no	..	no	..
Miami University	15	15	0	0	0	no	no	no	no
Municipal University of Akron	15	9½	2	0	0	no	yes	yes	no
University of Cincinnati	15	8	2	0	0	no	no	yes	no
Ohio University	15	5	0	..	..	..	yes	no	no
University of North Dakota	15	4	0	0	0	no	no	no**	no
North Dakota Agricultural College	15	4	0	0	0	no	yes	..	no
North Carolina College for Women	15	11–13	2–5	0–3	0–2	no	no	no**	yes
Cornell University	15	11	3–5	0	0	no	yes	no**	yes
Hunter College of City of New York	15	12	5	0	0	no	no	yes	no
New York University	15	11½	3–7	0–4	0	no	no	no	no
College of City of New York	15	11½	5	0	0	no	yes	no	no
State University of New Mexico	15	9	2	0	0	0	yes	no	yes
University of Nevada	15	5	0	0	0	..	yes	..	no
University of Nebraska	12	7	2–3	0	0	0	yes	no**	no
State University of Montana	15	4	0	0	0	..	yes	no	no
University of Missouri	15	6	2*	2*	2*	no	no	no	no
University of Mississippi	15	7½	0	0	0	no	no	yes	yes
Mississippi State College for Women	15	5	0	0	0	..	no	yes	yes
Mississippi A. and M. College	15	7½	0	0	0	..	yes	..	yes
University of Minnesota	15	6	0	0	0	yes	yes	no	yes
University of Michigan	15	8	2	0	0	no	no	no	no
University of Maine	15	5	4	0	0	no	no	no**	yes
Tulane University of Louisiana	15	10½	3	3	0	no	no	no	no
Louisiana State University	16	7½	2	0	0	no	no	..	no
University of Kentucky	15	5	0	0	0	..	yes	no**	no
University of Kansas	15	5	0	0	0	..	yes	no	no
Kansas State Agric. College	15	6½	0	0	0	..	yes	no**	no
University of Iowa	15	6½	0	0	0	..	yes	..	no
Purdue University	15	7	0	0	0	..	yes	no**	no
University of Illinois	15	7–8½	2	0	0–2	no	yes	..	yes

[4]This table was compiled by the author from data gathered by the United States Bureau of Education, but previously untabulated.

TABLE 48—*continued*

Institution	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
University of Idaho	15	11	2	..	..	no	yes	no**	no
University of Florida	16	9	0–2	0–2	0	no	no	no	yes
Florida State College for Women	16	9	2	0	0	no	..	..	yes
Connecticut College	15	9–10	3–4	..	..	no	no	no	no
Connecticut Agricultural College	14½	0	..	..	..	..	..	no	no
University of Colorado	15	11	2	0	0	no	no	..	no
University of California	15	..	..	..	..	no	..	yes	..
University of Arizona	15	9	2	0	..	no	yes	no	yes
University of Arkansas	15	6	0	0	0	..	yes	no**	yes
Alabama College	15	6	0	0	0	..	..	no	no

*Either ancient or modern.
**On basis of entrance examination.

TABLE 49

MODERN AND ANCIENT LANGUAGE STUDY — COLLEGE ENTRANCE REQUIREMENTS IN PRIVATE INSTITUTIONS (CATALOGUES OF 1924–1925)[5]

Key:

1. Total units required for admission
2. Total units prescribed for admission.
3. Units of foreign language required for admission.
4. Units of ancient language required for admission.
5. Units of modern language required for admission.
6. Will college accept one unit in foreign language for admission in required language?
7. Is language offered as elective?
8. Will college grant credit in foreign language in excess of fifteen required for entrance?
9. Does college catalogue define nature and amount of work to be done in high school language?

Institution (*total*, 81)	1	2	3	4	5	6	7	8	9
Ripon College	15	6–7	0	..	..	..	yes	yes	no
Beloit College	15	9	2	..	..	no	yes	no	no
Middlebury College	15	7–9	2–4	0–4	2	no	yes	no*	no
Sweet Briar College	15	11–12	4–5	0–4	0–4	no	no	no	yes
Randolph-Macon College	15	10½–11½	4–5	0–3	2–4	..	..	no*	yes
Baylor University	15	9	0	0	0	..	no	..	no
Rice Institute	15	11–12	3–4	0	0	no	no	no	no
University of the South	15	11½	4	4	4	no	..	no	yes
Fisk University	15	9	2	2	0	no	no	yes	yes
Vanderbilt University	15	9½	4	0	0	no	no	no*	yes
Muhlenberg College	15	10½	2–3	0–3	2	no	no	..	yes
Temple University	15	10–11	3–4	..	..	no	no	..	yes
Wilson College	15	12–13	0–4	4–0	2–2	no	no	no*	yes
Haverford College	15	11–13	4–6	0–4	0	no	no	..	yes
Swarthmore College	15	8½	2	0	0	no	no	..	yes
Franklin and Marshall College	15	10–13½	2–6	0–4	2	no	no	no	yes
Dickinson College	15	7½	2	0	0	no	no	no	no
Bryn Mawr College	15	15	7	4	0	..	..	no*	yes

[5]This table was compiled by the author from data gathered by the United States Bureau of Education, but previously untabulated.

TABLE 49 — *continued*

Institution	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*
Williamette University	15	11	2	0	0	no	yes	no	no
Heidelberg University	15	9	2	2	0	**	**	no	no
Georgetown University	15	8–11½	2–5	0–3	2	no	yes	no	no
Yale University	15	11–12	3–6	0–4	2–4	no	no	no	no
Wesleyan University	15	8½–10	3–4	0–4	0–3	no	no	o*	yes
Colorado College	15	11	4	2	0	yes	yes	no	yes
Pomona College	15	9	2	..	..	..	..	..	no
Leland Stanford University	15	4	0	0	0	no	no	yes	yes
Birmingham-Southern College	15	7	0	0	0	no	no	no	no
Smith College	15	10–11	3–4	3 or 4	0	no	no	no*	yes
Ohio Wesleyan University	15	11½	4	0	0	no	no	..	yes
Wittenberg College	15	9	2	0	0	no	yes	no	yes
Davidson College	15	11	4	0	0	no	no	..	yes
Duke University	15	11	4	0	0	no	no	no	yes
Wake Forest College	15	12	4	0	0	no	no	..	no
Rensselaer Polytechnic Inst.	15	10	2	0	0	yes	yes	..	no
Mount Holyoke College	15	7	6	3	0	no	no	no*	yes
Radcliff College	15	12–13	4–5	2–3	0–2	no	no	yes	no
Simmons College	15	9–10	3–4	0	0	no	yes	no	no
Tufts College	15	8–12	2–4	0–4	0	no	yes	..	yes
Goucher College	15	3	0	0	0	..	no	no	no
Bowdoin College	14½	8½–10	2–5	2–3	0	no	no	..	yes
Baker University	15	10	3	0	0	yes	..	..	no
Washburn College	15	7	0	0	0	..	yes	no*	yes
Simpson College	15	6	0	0	0	..	yes	no	no
Drake University	15	6	0	0	0	..	yes	yes	no
Grinnell College	15	9	0	0	0	..	yes	no*	no
Cornell College	15	7	2	0	0	yes	yes	..	no
Earlham College	15	9	2	0	0	no	yes	yes	no
University of Notre Dame	15	9	2	0	0	no	no	no	no
Wabash College	15–16	9–12	2–4	0	0	no	**	yes	yes
De Pauw University	16	9½–10½	2–3	0	0	yes	no	no	no

TABLE 49 — *continued*

Knox College	15	9	2	0	0	..	..	yes	no
Lake Forest College	15	9	2	0	0	no	yes	yes	yes
University of Chicago	15	3	0	0	0	yes	yes	yes	yes
Rockford College	15	8	2	2	0	no	yes	yes**	no
Emory University	15	9	2	0	0	no	yes	no*	yes
Trinity College (Washington, D. C.)	16	13–14	5–7	2–4	3	no	yes	no	yes
University of Buffalo	15	9½–10½	3–4	0	0	no	no	yes	no
Western Reserve University	15	9½	4	0	0	no	no	..	yes
Syracuse University	15	5	2	0	0	no	no	no	no
Vassar College	15	13	6	3	0	no	no	no	yes
Colgate University	15	9–11	3–5	2–4	0	no	no	..	yes
Wells College	15	13	6	4	0	no	no	..	yes
Hamilton College	14½	11½–13½	5–7	2	0	no	no	..	yes
Hobart College	15	11	4	0–2	0	no	no	yes	yes
St. Lawrence University	15	11½–13½	2–7	0–4	..	yes	yes	no	yes
Alfred University	15	10	2–4	0–2	0	no	yes	no	no
Barnard College	15	11	5	0	0	no	no	yes	yes
Columbia University	15	11	3	0	0	no	no	no	yes
Fordham University	15	9½–12½	2–5	0–3	2–2	no	no	no	no
Rutgers University	15	9	2–3	0	0	no	no	no	yes
Princeton University	15	13	7	4	0–3	no	no	no	no
Dartmouth College	15	9–12	0–4	0	0–4	no	no	..	yes
William Jewell College	15	9	2	0	0	no	no	no	no
Hamline University	15	6	0	0	0	no	no	no	no
Clark University	15	2	0	0	0	no	no	no	no
Harvard University	15	13	4–5	2–3	0	..	..	no	no
Boston University	15	8½–10½	2–3	0–3	0	no	yes	..	yes
Wheaton College	15	11	5–6	3–4	0	no	no	..	yes
Williams College	15	11	6–7	4	0	no	no	yes	yes
Boston College	15	10	5	3	2	no	no	yes	no
Wellesley College	15	9	3	3	0	no	no	yes	yes

*On basis of entrance examination.

**Accepted if continued in college.

TABLE

MODERN FOREIGN LANGUAGE STUDY — REQUIREMENTS FOR GRADUATION,

Key:

1. Total semester hours required for graduation.
2. Semester hours of foreign languages required for graduation.
3. Semester hours of foreign languages accepted for graduation.
4. Semester hours of ancient languages required for graduation.
5. Semester hours of modern foreign languages required for graduation.

Institution (*total, 59*)	*1*		*2*		*3*	
	A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*
University of Missouri	124	...	5–10	...	...	...
University of Mississippi	130	...	12–24	...	26	...
Mississippi State College for Women	120	...	12	...	...	...
Mississippi A. and M. College	...	156	...	12	...	0
University of Wisconsin	120	124	0–32	...	...	...
University of Michigan	120	120	0	0	80	...
University of Washington	124	124	0–15	...	...	...
State College of Washington	128	128	0	8–16	4–32	8–11
College of William and Mary	126	126	18	9	...	...
Virginia Polytechnic Inst.	...	152	...	12–24	...	...
University of Richmond	124	124	18	12	...	...
University of Virginia	120	120	18	18	...	...
University of Vermont	120	120	18–30	12	...	...
University of Utah	123	123	18	0	45	45
Agricultural College of Utah	...	120	...	0	...	...
A. and M. College of Texas	148	160	12–18	12–18	...	...
University of Texas	120	...	12–18	...	...	...
University of Tennessee	132	132	24	24	...	...
Clemson Agricultural College	...	146	...	6	...	...
University of South Carolina	137	137	12	12	...	...
Rhode Island State College	...	136	...	12	...	...
University of Maine	125	125	10	...	...	...
Tulane University of Louisiana	124	142	24	12	...	...
Louisiana State University	144	144	12	0–12	...	...
University of Kentucky	127	127	6–18	6–18	...	...
University of Kansas	120	120	10	10	40	40

[a] This table was compiled by the author from data gathered by the United States Bureau of Education, but previously untabulated.

[1] *Mississippi State College:* twelve hours language required unless four years have been completed in high school; in this case six hours are acceptable.

[2] *University of Wisconsin:* thirty-two hours required in combined college and high school courses for A.B. and twenty-four hours required in combined courses for B.S.

[3] *University of Washington.* Students who enter without three units in ancient language are required to take 6⅔ hours in ancient life and literature given in English. This is required in freshman and sophomore years.

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PUBLIC INSTITUTIONS (DATA OF 1925–1926, AND SOME OF 1924–1925)[a]

6. Semester hours of modern foreign languages accepted for graduation.
7. Is student required to continue language taken in the high school?
8. Is student required to elect language other than that taken in the high school?
9. Has the school any general requirement concerning the total amount of modern foreign language taken in college and high school?

4		5		6		7		8		9
A.B.	B.S.	A.B.	B.S.	A.B.	B.S.	A.B.	B.S.	A.B.	B.S.	
...	...	...	...	...	...	yes	...	no	...	no
0–12	...	0	...	68	...	no	...	no	...	no
6–12	...	6–12	...	54	...	yes	...	no	...	[1]
...	0	...	12	...	12	...	...	...	...	no
...	...	...	0–24	...	...	...	...	...	...	...
0	0	0	0	80	...	no	...	no	...	[2]
0	...	...	...	...	...	no	...	no	...	[3]
0	...	0	8–16	40	...	no	...	no	...	no
6	...	12	9	...	...	...	...	...	...	...
...	11–24	...	...	...	...	...	...	...	...	no
...	...	...	12	...	...	no	no	no	no	no
12	...	...	12	...	...	...	...	...	...	...
12–24	...	6	12	...	...	...	...	...	...	no
...	...	...	...	...	...	...	...	...	...	[4]
...	...	...	...	...	...	...	no	...	no	[5]
...	...	12–18	12–18	...	...	...	...	...	...	yes
...	...	...	...	...	...	...	...	...	...	...
...	...	...	24	...	...	...	...	...	...	...
...	...	...	6	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	6	...	12	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	no
6	0	...	12	18	...	no	...	no	...	no
0	0	0	0–12	...	...	no	...	no	...	yes[6]
...	...	6–18	6–18	...	...	no	...	no	...	yes
...	...	...	...	60	60	...	...	...	...	yes[7]

[4] *University of Utah:* twenty-five hours of foreign language required in combined high school and college courses.

[5] *A. and M. College of Texas.* For B.A. or B.S. (in science), if student has had no foreign language in high school, he must take eighteen semester hours in college; if he has had at least two years in high school, he must take twelve hours in college.

[6] *Louisiana State University:* twelve hours in addition to two units for entrance.

[7] *University of Kansas:* ten hours in college or two units of the same language in the secondary school; or one unit in high school and a continuation five-unit course in the same language.

TABLE 50 —

Institution (*total*, 59)	*1*		*2*		*3*	
	A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*
Kansas State Agric. College	...	136	...	0	...	...
University of Iowa	122	122	0–14	0–14	80	...
Purdue University	...	148	12	...	...	...
University of Illinois	130	130	6–12	6–12	78	40
University of Idaho	128	128	12–18	6–16	...	...
Georgia School of Technology	...	...	[10]	...	...	...
University of Florida	136	136	24	18	...	...
Florida State College for Women	124	124	12	12	...	...
Connecticut College	130	...	12	...	...	...
University of Colorado	124	...	12	...	0	...
University of California	124	...	...	...	...	...
Alabama College	136	136	12	12	...	...
University of Arkansas	135	135	6–24	9–18	45	45
Pennsylvania State College	130	...	12	...	...	...
Washington and Jefferson College	130	130	22	22	...	...
University of Oregon	124	124	18	0	...	...
Oklahoma A. and M. College	...	136	...	12–14	...	...
University of Oklahoma	124	124	0–20	0–10	...	...
University of City of Toledo	124	124	6–14	0	...	...
Municipal University of Akron	128	128	12–34	...	...	...
University of Cincinnati	124	...	12	...	...	...
Ohio University	124	124	8–18	16	...	...
University of North Dakota	125	125	6–18	6–19	...	...
North Dakota Agricultural College	...	150	...	3⅓–13½	...	...

[8] *University of Iowa:* fourteen hours unless two units in a single foreign language were done in the high school; in which case, no hours.

[9] *University of Illinois.* If two years are presented for admission, two more years are required in college. If three or more years are presented for admission, only one year is required in college.

[10] *Georgia School of Technology.* The equivalent of two years in high school and one year in college is required.

[11] *University of California.* Work taken in the high school counts against the fifteen hours' requirement.

[12] *Alabama College.* If two high school units are presented for entrance, only six semester hours are required in college.

[13] *University of Arkansas:* for A.B. degree, twenty-four hours in both high school and college, six of which must be taken in college; for B.S. degree, eighteen hours in both high school and college, nine of which must be taken in college.

[14] *University of Oregon.* A student who has had two years or more of language in high school need take no additional language in the university for the B.S. degree; but he must take two years of one language for the A.B. degree.

[15] *University of Oklahoma.* If no ancient language is presented for entrance

continued

4		5		6		7		8		9
A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	
...	0	...	0	...	...	...	no	...	no	no
0	0	0	0	80	...	no	...	no	...	[8]
...	0	...	12	...	...	...	no	...	no	no
...	...	...	...	78	...	...	...	...	...	[9]
...	...	...	...	...	...	no	...	no	...	no
...	...	...	...	...	...	...	...	...	...	[10]
0	0	0	0	...	...	yes	...	no	...	no
0	0	0	0	12	...	...	...	...	...	no
...	...	...	...	...	...	no	...	no	...	no
...	...	...	...	...	...	...	...	...	...	no
...	...	15	...	...	...	...	...	...	...	yes [11]
...	...	...	...	...	...	...	...	...	...	[12]
0	0	0	0	60	60	no	no	no	no	[13]
...	...	...	...	...	...	...	...	...	...	...
8–16	0	...	...	...	...	yes	yes	no	no	no
...	...	...	...	...	...	...	...	...	...	[14]
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	[15]
...	...	6–14	...	...	...	...	...	...	...	[16]
...	...	...	...	...	...	...	...	...	...	yes
6 or math.	...	...	...	...	...	no	...	no	...	...
...	0	...	16	...	...	...	...	...	...	yes [17]
...	...	...	...	...	...	no	...	...	...	[18]
...	...	...	2⅔–13½	...	...	...	...	...	...	[19]

ten additional hours must be made up; if three units are presented for entrance, only five hours need be made up in college. If four units are presented for entrance, there are no college language requirements. This applies to both ancient and modern foreign language requirements.

[16] *University of City of Toledo.* If the student has not had two years in French or Spanish or German in high school, he must take fourteen hours in college, instead of the minimum, six.

[17] *Ohio University.* If student offers six units, eight hours must be taken in university; if student offers five units, twelve hours must be taken in university; if student offers four units, sixteen hours must be taken in university; if student offers three units, twenty hours must be taken in university; if student offers two units, twenty-four hours must be taken in university; if student offers one unit, twenty-eight hours must be taken in university.

[18] *University of North Dakota.* Each student must take a minimum of eighteen hours in language in high school and college, at least six hours of which must be taken in college.

[19] *North Dakota Agricultural College:* 13⅓ semester hours are required for B.S. degree in both the high school and the college.

TABLE 50 —

Institution (*total*, 59)	*1*		*2*		*3*	
	A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*
North Carolina College for Women	122	...	12	...	...	...
Cornell University	120	...	6	...	78	...
Hunter College of City of N. Y.	125	125	12–14	12–14	...	...
New York University	126	126	12–18	12–18	6–18	6–18
College of City of New York	128	128	14–28	7	...	...
State University of New Mexico	124	6–16	...	...	6	...
University of Nevada	128	128	12–14	12–14	20	20
University of Nebraska	125	125	6–16	6–16	...	...
University of Montana	120	120	0–18	0–18	...	...

[20] *University of New Mexico:* six units in college beyond two units for entrance. If language is begun in college, sixteen semester hours will be required.

[21] *University of Nevada.* A student who presents four units in one foreign language may complete requirements for degree by taking six units in advanced work in same language; otherwise, twelve units of college work is the minimum.

[22] *University of Nebraska.* If students present as entrance credits one year of Greek and two years of Latin, six hours of the same language will meet the group requirement. Students presenting two entrance points of modern foreign language take fifteen hours in the same language in college; those presenting

continued

4		5		6		7		8		9
A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	
...	...	...	...	78	...	...	...	...	...	no
0	...	0	...	...	...	no	...	no	...	yes
6	6	8	8	...	...	no	no	yes	yes	no
6	...	12	12	24	24	no	no	no	no	yes
14–28	0	0–14	7	...	...	no	no	no	no	yes
0	...	...	...	0	...	no	...	no	...	[20]
...	...	...	...	...	...	yes	...	...	...	[21]
0–10	0–10	0–16	0–16	...	...	no	no	no	no	[22]
0	0	0	...	...	...	no	no	...	...	[23]

three credits take ten college semester hours; those presenting four or more take six hours in college.

[23] *University of Montana:*

High school	*College*
0 units	18 semester hours
1 unit	10 semester hours
2 units	3½ semester hours
3 units	0 semester hours

TABLE 51

MODERN FOREIGN LANGUAGE STUDY — REQUIREMENTS FOR GRADUATION, PRIVATE INSTITUTIONS (DATA OF 1925–1926 AND SOME OF 1924–1925)[a]

Key:

1. Total semester hours required for graduation.
2. Semester hours of foreign language required for graduation.
3. Semester hours of foreign language accepted for graduation.
4. Semester hours of ancient language required for graduation.
5. Semester hours of modern foreign language required for graduation.

Institutions (total, 79)	*1*		*2*		*3*	
	A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*
Smith College	120	...	...	...	...	...
Birmingham-Southern College	128	128	18	18	64	22
Stanford University	180	...	22–30	...	...	...
Pomona College	126	...	12	...	...	...
Colorado College	120	120	12	12	†	...
Wesleyan University (Conn.)	126	126	18	24	...	...
Yale University	120	120	24	18	48	54
Georgetown University	128	128	23	7–10	...	...
Trinity College (Conn.)	132	132	8	12	...	...
Emory University	126	126	20	0	63	43
Rockford College	120	...	6–18	...	...	...
University of Chicago	120	120	34	13⅓	...	...
Wake Forest College	120	...	10	...	...	...
Knox College	124	124	18–24	24–30	...	...
De Pauw University	124	...	16	...	16–22	...
Wittenberg College	120	...	14	...	36	...
Rutgers University	134	134	18	12	...	...
University of Buffalo	128	128	6	6–12	82	74
Western Reserve University	124	124	6–12	6–12	...	...
(No name on blank)	125	125	16	16	...	...
Wabash College	120	...	12	...	24	...
University of Notre Dame	136	150	12	12	6–15	24
Earlham College	120	120	12 or 14	12 or 14	...	...
Cornell College	124	...	6–20	...	...	...
Grinnell College	120	...	12	...	20	...
Drake University	124	...	0–24	...	40	...
Simpson College	124	124	6–16	0	...	...
Washburn College	124	124	6–22	10–20	...	...
Baker University	120	120	12–30	0–6	...	...
Bowdoin College	....	...	12–24	...	0–6	...
Goucher College	120	...	24	...	...	...
Tufts College	123	123	12–18	12	...	...
Radcliffe College	102	...	0	...	48	...
Mount Holyoke College	120	...	6–12	...	...	...

[a] This table was compiled by the author from material gathered by the United States Bureau of Education, but previously untabulated.

TABLE 51

MODERN FOREIGN LANGUAGE STUDY — REQUIREMENTS FOR GRADUATION, PRIVATE INSTITUTIONS (DATA OF 1925–1926, AND SOME OF 1924–1925)[a]

6. Semester hours of modern foreign language accepted for graduation.
7. Is student required to continue language taken in high school?
8. Is student required to elect language other than that or those taken in high school?
9. Has the school any general requirement concerning the total amount of modern foreign languages taken in college and high school?

4		5		6		7		8		9
A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	
...	...	...	...	...	...	no	...	no	...	yes[1]
0	0	0	0	64	22	no	no	no	no	no
0	...	...	...	...	...	...	...	...	...	yes[2]
...	...	...	...	...	...	...	...	...	...	no
†	...	...	...	...	...	...	...	...	...	no
6	0	12	24	...	...	[3]	[3]	[3]	[3]	yes[3]
6	0	18	18	54	54	yes	yes	no	no	yes[4]
18	0	7	7–10	...	...	yes	yes	...	...	yes[5]
8	0	0	12	...	...	no	no	no	no	yes[6]
20	0	0	0	43	43	no	no	no	no	yes[7]
0	...	0	...	...	...	no	no	no	no	yes[8]
34	0	...	...	...	...	no	no	no	no	yes[9]
0	...	12	...	...	...	no	no	no	no	no
10–12	...	12	...	...	...	...	...	...	...	yes[10]
0	...	0	...	16–22	...	no	...	no	...	no
0–14	...	0–14	...	36	...	no	...	no	...	no
6–18	...	0	12	...	...	no	no	no	no	no
0	0	6	6–12	82	74	no	no	no	no	no
0	0	6–12	6–12	...	...	...	...	...	...	...
0	0	0	16	...	...	no	no	no	no	no
0	...	0	...	24	...	yes	...	no	...	[11]
12†	12†	12	12	12	24	yes	...	no	no	...
0	...	0	...	...	...	no	...	no	...	no
...	...	...	...	...	...	...	...	...	...	yes[12]
0	...	0	...	20	...	no	...	no	...	no
0–24	...	0–24	...	40	...	no	...	no	...	[13]
0	0	0	0	6–22	...	no	...	no	...	[14]
...	0	22	10–20	...	...	no	...	no	...	[15]
6	...	6	...	...	...	no	...	no	...	[16]
12–18	...	...	...	...	...	...	...	...	...	...
0	...	0	...	...	...	...	...	...	...	[17]
6	0	6–12	12	...	...	...	...	...	...	no
0	...	0	...	84	...	no	...	no	...	no
0–6	...	6	...	...	...	no	...	no	...	...

† Twelve hours of either ancient or modern language required for graduation.

TABLE 51 — *continued*

Institutions (*total, 79*)	*1*		*2*		*3*	
	A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*
Wellesley College	120	...	0–6	...	13	...
Boston College	170	179	49	7–13	42	0
Williams College	120	...	24	...	6	...
Wheaton College	120	...	6–12	...	0–6	...
Boston University (C.L.A.)	120	120	12–18	6–12	...	...
Harvard University	7 courses 2 hours each wk.	...	...	...	...	...
Clark University	120	...	6–30	...	48	...
Hamline University	128	128	12–18	...	0–18	...
William Jewell College	186	...	16	...	40	...
Hobart College	124	124	4 yrs.	2 yrs.	6 yrs.	6 yrs.
St. Lawrence University	120	120	6	6	24	24
Alfred University	128	128	12	12	38	38
Barnard College	120	...	...	...	...	...
Columbia University	124	124	18	18	...	0–6
Fordham University	136	136	25	8	...	...
Princeton University	108 plus	108 plus	18	0	...	...
Dartmouth College	122	122	6–30	12–18	...	...
Muhlenberg College	136	136	36	10	...	...
Temple University	125	...	...	...	...	...
Wilson College	120	120	6	6	...	...
Haverford College	131–139	131–139	18	18	30	30
Swarthmore College	124	...	12	...	...	...
Franklin and Marshall College	120	120	18–20	12–14	...	...
Dickinson College	132	132	12	12	...	...
Bryn Mawr College	120	...	6	...	...	...
Willamette University	120	...	0–16	...	...	...
Heidelberg University	124	124	14–18	14	...	...
Miami University	124	124	6–16	6–16	...	...
Ohio Wesleyan University	124	...	12–24	...	...	...
Davidson College	132	132	24	12–24	6–10	...
Duke University	126	...	18	...	26	...
Wake Forest College	128	128	10–12	10–12	...	...
Syracuse University	124	124	6–42	12	...	...
Vassar College	120	...	12–18	...	...	...
Colgate University	128	128	12	6–12	...	...
Wells College	124	...	6	...	36	...
Hamilton College	138	138	24	24	...	...
Ripon College	124	...	32	0	...	...
Beloit College	120	120	6–16	6–16	36	36
Middlebury College	120	120	...	...	...	...
Sweet Briar College	124	124	6–12	12	66	30
Randolph-Macon College	124	124	28–30	18	...	...
University of the South	138	138	38	24	...	...
Vanderbilt University	120	120	12–18	12–18	...	...

TABLE 51 — *continued*

4		5		6		7		8		9
A.B.	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	*A.B.*	*B.S.*	
0	...	0	...	...	...	no	...	no	...	no
7	7–13	...	...	...	...	yes	...	no	...	[18]
6–12	...	...	...	...	...	yes	...	no	...	no
6	...	...	...	...	...	...	...	...	...	no
6	0	6–12	6–12	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	[19]
...	...	...	...	...	...	no	...	no	...	[20]
0–18	...	...	...	...	...	no	...	no	...	[21]
0	...	...	...	40	...	no	...	no	...	no
12	...	2 yrs.	2 yrs.	12 yrs.	12 yrs.	yes	...	no	...	yes
6	0	6	6	...	...	yes	...	no	...	no
0	0	0	0	54	38	no	no	no	no	no
6–8	...	0–22	...	...	...	...	...	...	...	[22]
0–6	0–6	12–18	12–18	...	...	no	...	no	...	[23]
18	...	7	8	7	8	yes	...	...	...	...
6	0	12	10	...	...	yes	...	...	...	no
6–18	0	0–12	12–18	...	...	yes	...	...	...	[24]
24	...	12	10	...	...	no	...	no	...	no
...	...	...	...	...	...	yes	...	no	...	yes
6	...	6	6	...	...	yes	...	...	...	yes
12	0	0	18	30	30	yes	yes	...	...	yes
...	...	...	...	...	...	...	...	...	...	...
12–14	...	6–8	10–14	...	...	no	no	no	no	yes
6	...	6 plus	6 plus	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	[25]
0–16	...	...	...	...	...	no	...	no	...	yes
0	0	0	14	...	...	no	no	yes	...	[26]
0	0	0	0	...	...	...	...	...	...	[27]
0–12	...	0–12	...	...	...	...	...	...	...	[28]
12–24	0	0–12	0–24	18–22	...	...	...	...	...	...
...	...	...	...	48	...	...	...	...	...	yes
10	...	12	...	30	...	yes	...	...	...	[29]
...	0	...	0	...	...	yes	...	...	yes	yes
6–12	...	6–12	...	54	...	yes	...	yes	...	no
6	...	0	...	...	...	yes	...	...	...	yes[30]
0	...	0	...	66	...	...	...	...	...	yes
6	...	12	12	...	...	...	...	...	...	no
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
12	...	...	6	...	...	no	...	...	...	yes
0	0	6–12	12	78	42	yes	yes	no	no	[31]
10–12	...	18	...	...	...	...	...	...	...	...
14–18	...	12–14	24–32	...	...	...	...	...	...	no
...	...	...	...	...	...	yes	...	no	...	no

[1] *Smith College.* If a total of six units in two classical languages were offered for entrance, the student is exempt from the freshman requirement of three hours of classical languages. If a total of five units in two modern languages were offered for entrance, the student is exempt from requirement of three hours of modern language. (The above regulation was superseded by recent action of the faculty requiring an examination showing a reading knowledge of two foreign languages, regardless of the *time* element.)

[2] *Stanford University:* may be anticipated by three entrance units in one language, or two each in two units if equivalent to the above requirements.

[3] *Wesleyan University.* Published language requirements may be reduced by presentation of language credits for admission, as follows: (1) for A.B. course: I and II French (twelve semester hours) or I and II German (twelve semester hours) may be cancelled by high school offerings; (2) for B.S. and Ph.B., I and II French and I and II German (twelve semester hours) required unless presented for admission.

[4] *Yale University.* Students must present eighteen hours of modern language or pass a proficiency test.

[5] *George Washington University.* Three years of foreign language must be completed. If two have been done in high school, one year in college will complete language requirements in all courses.

[6] *Trinity College* (Conn.). Four years of Latin and three years of French or German, or Greek or Spanish are required. Where one or more units in this requirement are wanting, they must be made up in college. The amount of college credit allowed depends upon the number of units offered for entrance. Where a student has the required sixteen entrance units, she is allowed college credit for two units' deficiency in Latin or other foreign language.

[7] *Emory University:* must have reading knowledge of French or German.

[8] *Rockford College:* minimum requirement in language — a course based on at least two years of high school work in one language or on one year of work in college, and an additional course in another language unless the student offers two years of a second language at entrance or an additional course in the first language.

[9] *University of Chicago.* There must be four majors of language study in the combination high school and college course. A "major" is $3\frac{1}{3}$ semester hours.

[10] *Knox College:* A.B. — The student must have completed four or five years in Latin and twelve hours in Greek, German, French, or Spanish in both high school and college. B.S. — in both high school and college, twenty-four hours in a single language or thirty hours in two languages (eighteen in one and twelve in the other).

[11] *Wabash College.* Six years' work in foreign languages are required as a combined entrance and graduation requirement. Two, three, or four years in one language presented for entrance will be accepted as part of this requirement. Twelve hours as a minimum must be completed in college. Must be in two or three different languages.

[12] *Cornell College.* The average requirement in foreign language is four years of language in high school and college combined.

[13] *Drake University.* Twenty-four semester hours must be completed in high school and college. There must be twelve hours in one language and not less than six in any language.

[14] *Simpson College:* four years in high school, none in college. If none in high school, two years in college.

[15] *Washburn College:* A.B. — Minimum requirement is twenty-two semester hours, of which not less than sixteen must be in one language, and not less than six in one language must be obtained in college classes. B.S. — The minimum requirement if taken in college is ten hours each in French and German. High

school credit may count toward this requirement. The work must be done in two languages.

[16] *Baker University.* The requirement of foreign language for the A.B. degree means two years in addition to the three years of entrance language. If not presented for entrance, all five years may be taken in college. At least one year must be in ancient languages and one year in modern language. Credits may be in not more than three languages.

[17] *Goucher College.* Two foreign languages must be presented, in each a four-year preparatory course or two college courses (twelve hours). Total of twenty-four semester hours; or twelve semester hours in each of two languages.

[18] *Boston College.* Each student must take at least seven semester hours of some language he took in high school.

[19] *Harvard University:* a reading knowledge of two or three languages; French, German, or Latin by the end of the Sophomore year.

[20] *Clark University.* At least thirty semester hours, including credits accepted for admission, must be completed in foreign language. The first two years of high school work in any language counts for one college year (six semester hours). One foreign language course of at least second-year college grade must be taken in college. Not less than six hours will be accepted in any one language, but not less than eighteen hours must be in one.

[21] *Hamline University:* equivalent of three years in college. At least two years in college, one of which must be higher than a first-year course. Two years in high school will be accepted toward the required total of three.

[22] *Barnard College.* All pupils must show ability to read at sight either French or German prose, and to understand spoken French or German and use the language in expressing connected ideas. They must also have a sound acquaintance with another foreign language, either ancient or modern.

[23] *Columbia University:* three college years or two high school and two college years.

[24] *Dartmouth College.* If presenting four years of entrance Latin, the student must take one year of college Latin; if three years are presented, two years of college Latin; if two years, two additional years; if no entrance Latin is presented, three years in college. The same regulations exist for candidates for A.B. degree offering entrance Greek.

[25] *Bryn Mawr College.* Each student must have a reading knowledge of French and German. (Beginning 1926–1927, this college reduced ancient language requirements from ten semester hours to six semester hours.)

[26] *Heidelberg University:* two years of ancient language required for entrance. In the arts course there are no specific requirements. In the science course, at least fourteen semester hours' credit must be carried in college.

[27] *Miami University.* If a student offers in foreign language in high school course six units for entrance, six additional semester hours must be taken in college; four to five units for entrance, six to fourteen additional semester hours must be taken in college; three units for entrance, eighteen additional hours; two units for entrance, eighteen additional hours; less than two units for entrance eighteen to twenty-eight additional semester hours.

[28] *Ohio Wesleyan University.* A pupil must have two years in high school or twelve hours in college in an ancient language and the same amount of credit in a modern language. Twelve hours must be taken in college.

[29] *Wake Forest College.* The total foreign language must be not less than two years for entrance and two years (twelve semester hours) in college.

[30] *Colgate University.* Language entrance deficiencies may be made up on the basis of six semester hours of college work for one unit of high school work.

[31] *Sweet Briar College.* If three units of language are offered for entrance, six semester hours are required for a degree. If less than three units are offered for entrance, twelve semester hours are required for a degree.

years in Latin is believed to be preferable to a requirement of two years. Only eleven out of sixty-two sets of entrance requirements (thirty-eight of which require language for entrance) prescribe classics.

In the group elective, distribution is strong and concentration is relatively weak; in the alternate elective, concentration is strong and distribution is relatively weak. To illustrate: In one college, the alternate elective prescribes three units from one of the following groups: (1) foreign language (Latin, Greek, French, German, and Spanish), (2) history, civics, and economics, (3) mathematics, and (4) science. The group elective prescribes two units in subjects selected from any of the groups. Thus, in the alternate elective, concentration is insured by requiring the three units to be taken from one group to the exclusion of others, and in the group elective, distribution is provided, by allowing one unit to be taken in one group, and the other unit in the second.

Free electives allow greater distribution than any of the other types of electives because they may be selected from any subjects that are accepted for graduation from the secondary schools. In general, Latin and Greek are included as free electives, not as prescribed courses.

56 of 62 sets of entrance requirements permit free electives.
56 of 62 sets of entrance requirements allow Latin as a free elective.
49 of 62 sets of entrance requirements allow Greek as a free elective.

3. MATHEMATICS

The following data are from three major sources; namely, "A Comparative Study of Requirements in Mathematics in 49 Public Institutions" (W. C. Myers, 1924); "101 Private Institutions" (Gertrude Odom, 1927); and "College of Liberal Arts Requirements" (W. J. John, 1920). All institutions studied were selected upon advice of the United States Bureau

of Education. The unpublished manuscripts of Mr. Myers and Miss Odom are available in the United States Bureau of Education.

Entrance Requirements in Colleges of Liberal Arts. The minimum entrance requirement in mathematics allowed in 101 private institutions is as follows:

5 require no mathematics: Leland Stanford, University of Chicago, Grinnell College, Goucher College, Antioch College.

2 require one unit: Washington University and University of Pittsburgh.

34 require two units: Birmingham-Southern College; University of Southern California; Colorado College, Denver; Trinity College, (Connecticut); Connecticut College for Women; Catholic University of America; and Georgetown, George Washington, Howard, Northwestern, Knox, Wabash, Earlham, Notre Dame, Drake, Cornell College, Baker, Washburn, Simmons, Harvard, Tufts, Clark, Carleton, Cornell University, Fordham, Syracuse, Reed, Willamette, Temple, Fisk, Whitman, Beloit, Boston College, and Boston University School of Religious Education and Social Service.

27 require two and one-half units: Wesleyan, DePauw, Tulane, Bowdoin, Bates, Colby, Johns Hopkins, Boston University, University of Buffalo, Hamilton, Colgate, New York University, Rochester, Union, Western Reserve, Ohio Wesleyan, Oberlin, Lehigh, Lafayette, Swarthmore, Washington and Jefferson, Chattanooga, Maryville, Randolph-Macon, Washington and Lee, Randolph-Macon Women's College, Richmond, and Boston University College of Liberal Arts.

30 require three units.

2 require three and one-half units.

1 requires four units (Massachusetts Institute of Technology).

ENTRANCE REQUIREMENTS IN MATHEMATICS (COLLEGES OF LIBERAL ARTS)

Number of cases (*150*)	*Public institutions* (*49*)	*Private Institutions* (*101*)	*Number of prescribed units*
12	7	5	0
4	2	2	1
62	28	34	2
36	9	27	2½
33	3	30	3
2	0	2	3½
1	0	1	4

MAXIMUM, MINIMUM, AND MEDIAN ENTRANCE REQUIREMENTS IN MATHEMATICS IN COLLEGES OF LIBERAL ARTS

Requirements	*For all institutions* (*150*)	*For public institutions* (*49*)	*For private institutions* (*101*)
Minimum . . .	0 or 1	0 or 1	0 or 1
Maximum . . .	4	3	4
Median	2	2	2½

33 per cent of the private and 57.1 per cent of the public institutions require two units' entrance in mathematics.

27 per cent of the private and 18.4 per cent of the public institutions require two and one-half units in mathematics.

Graduation Requirements in the Colleges of Liberal Arts for the Degree of Bachelor of Arts. The requirements of private institutions may be summarized as follows:

50 out of 96 institutions offering the A.B. degree require no mathematics for graduation.

6 out of 96 institutions offering the A.B. degree require three semester hours of mathematics for graduation.

1 out of 96 institutions offering the A.B. degree requires four semester hours.

33 out of 96 institutions offering the A.B. degree require six semester hours.

4 out of 96 institutions offering the A.B. degree require eight semester hours.

1 out of 96 institutions offering the A.B. degree requires ten semester hours.

1 out of 96 institutions offering the A.B. degree requires twelve semester hours.

GRADUATION REQUIREMENTS IN MATHEMATICS IN COLLEGES OF LIBERAL ARTS FOR A.B. DEGREE (PUBLIC IN 1924: PRIVATE IN 1926)

No. of cases (*143*)	*Public insts.* (*47*)	*Private Insts.* (*96*)	*Semester hours prescribed in math.*
85	35	50	0
6	0	6	3
1	0	1	4
41	8	33	6
6	2	4	8
1	0	1	10
3	2	1	12

MAXIMUM, MINIMUM, AND MEDIAN GRADUATION REQUIREMENTS IN MATHEMATICS FOR A.B. DEGREE IN 143 COLLEGES OF LIBERAL ARTS

Requirements	*For all institutions* (*143*)	*For public institutions* (*47*)	*For private institutions* (*96*)
Minimum . . .	0 or 1	0 or 1	0 or 3
Maximum . . .	12	12	12
Median	0	0	0

A comparison of requirements in mathematics for graduation with the A.B. degree, as between public and private institutions, gives the following figures:

51.6 per cent of private and 74.4 per cent of public institutions require no mathematics.

5.4 per cent of private and none of public institutions require three semester hours.

1.1 per cent of private and none of public institutions require four semester hours.

35.5 per cent of private and 16.6 per cent of public institutions require six semester hours.

4.3 per cent of private and 4.2 per cent of public institutions require eight semester hours.

1.1 per cent of private and none of public institutions require ten semester hours.

1.1 per cent of private and 4.2 per cent of public institutions require twelve semester hours.

It is apparent that there is a strong tendency against prescribing mathematics in both public and private institutions. Eighty-five out of a total of 143, or 52 per cent; thirty-five out of forty-seven public institutions, or 74 per cent; and fifty out of ninety-six private institutions, or 53 per cent, do not prescribe mathematics for graduation.

REQUIREMENTS IN MATHEMATICS FOR THE B.S. DEGREE IN COLLEGES OF LIBERAL ARTS

Of the 101 private institutions studied, thirty-eight offer the degree of bachelor of science. Of these thirty-eight colleges:

6 require no semester hours of mathematics for B.S. degree.
2 require 3 semester hours of mathematics for B.S. degree
1 requires 4 semester hours of mathematics for B.S. degree
21 require 6 semester hours of mathematics for B.S. degree
1 requires 9 semester hours of mathematics for B.S. degree
5 require 12 semester hours of mathematics for B.S. degree
1 requires 15 semester hours of mathematics for B.S. degree
1 requires 18 semester hours of mathematics for B.S. degree

Institutions requiring six hours are: Birmingham-Southern, Wesleyan, Yale, Connecticut College for Women, Howard, Trinity (District of Columbia), Northwestern, Knox, Bates, Simmons, Harvard, Tufts, Dartmouth, Princeton, Hamilton, Colgate, Cornell University, Syracuse, Chattanooga, and Randolph-Macon.

Institutions requiring twelve or more hours are: Trinity (Connecticut), Bowdoin, Lafayette, University of the South, Richmond, Boston College (fifteen), Catholic University of America (eighteen).

Thirty-four colleges offer a first degree in engineering and the median requirements in mathematics are eighteen hours.

Twenty-two of the 101 private institutions studied offer the bachelor's degree in education. Eighteen of these twenty-two institutions require no semester hours in mathematics; one requires four semester hours, and three require six semester hours.

There is a tendency on the part of private colleges to omit mathematics from the requirements in the colleges of education.

Table 46 listed the various accredited schools in the United States. The relations between the colleges and the high schools of the nation with regard to entrance requirements are illustrated by the entrance requirements in mathematics:

755 are in States which require no mathematics for entrance
147 are in States which require 1 unit for college entrance
7,447 are in States which require 2 units for college entrance
10,089 are in States which require 2½ units for college entrance
361 are in States which require 3 units for college entrance

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4. SCIENCE

The required science in this school for a decade has been no units for admission and six semester hours of laboratory science in the field of biology for graduation. Other science has been offered as elective work, but not required for graduation. Ten years ago, the median requirement in science for the country for the A.B. degree was eight semester hours, and the mode was six hours. Today six hours is the average requirement for the country in colleges which do not require science for admission.

Ten years ago, 27 per cent of the colleges did not require science for entrance to the A.B. course; today 62½ per cent

of the colleges do not require science for admission into the A.B. course. The dominant trend is in the direction of the practice of this school.

The latest and most authoritative data on the current practice in the field of science comprise three recent studies made under the direction of Dr. W. C. John of the United States Bureau of Education and available in unpublished form. They are:

"Standards and Sources of Standards in the Biological Sciences in Relation to the Bachelor's Degree" by Edith Compton Paul (1924).
"Education in Physics with Relation to the Bachelor's Degree in Public Institutions" by Margart Roberta Wallace (1926).
"Chemistry and Science in College Entrance and College Graduation Requirements" by Louis W. Mattern (1928).

The following pages contain brief digests from these three exhaustive studies.

A Statement of Objectives in Biological Sciences.[6]

"In this period (1870–1900) the action of the colleges in accepting science for entrance had a great influence on biological science. The high schools began to imitate both in content and method the college courses. As in this period the guiding principle of the college course was the study of evolution, the high schools planned their courses on the study of 'types' arranged in a series so as to show evolutionary development. No practical or economic topics or natural history were represented in the course.

"Since 1900 the growth of the high school has made it more independent of the college and more conscious of its true mission, the education of all of the people. The present day courses include some of the old natural history work, under the term *ecology*, and practical applications of biology with the extensions that modern discoveries have made. In fact, ecology, physiology, and economic relations now occupy first place in the study of both botany and zoölogy in the high schools. At the present time, the most approved high school courses in the biological sciences state their objectives in a broad, yet definite way. These objectives are:

"1. Knowledge of the living part of the world around us and of ourselves as living organisms.
"2. Scientific method of thinking.

[6] Pages 218–221 summarize the study of Miss Edith Compton Paul in 1924.

"3. Perspective of the organized whole of the environment, past and present, and proportion in relationship of man to his environment.

"4. Ideals, as exemplified in the history and biography of science and men of science.

"5. Tastes, as developed in love of nature.

"(Adapted from Eikenberry)."

AVERAGE NUMBER OF STATE UNIVERSITIES IN RELATION TO SCIENCE FOR ENTRANCE

	B.A.	*B.S.*	*Education*
Number of institutions taken	52	36	46
Number of institutions requiring science .	17	19	19
Number of institutions recommending science	5	2	4
Number of institutions not requiring or recommending science	30	17	23

PER CENT OF STATE UNIVERSITIES IN RELATION TO SCIENCE FOR ENTRANCE

	B.A.	*B.S.*	*Education*
Number of institutions taken . . .	52	38	46
Per cent of institutions requiring science	33.7	50	41.3
Per cent of institutions recommending science	9.6	5.2	8.6
Per cent of institutions not requiring or recommending science	57.6	44.7	50
Total per cent	100	100	100

Of twenty-one institutions requiring science for entrance, seventeen specify physics and six chemistry, while only two mention biology.

In American high schools, botany and zoölogy, with a longer history, have better established themselves than has biology. Courses and texts in botany and zoölogy are better worked out than in biology. Biology is still in the growing stage. A change in the conception of education has affected the development of biology as a high school subject.

In 1923, only 42.4 per cent of the fifty-two State institutions regarded science in high school as a prerequisite for college work. None demand biological courses except two for specialized curricula. Whenever biology is pursued as a high school subject for college entrance, it is elective.

Requirements in Science for Graduation from State Colleges. For the A.B. degree, 96 per cent (fifty out of fifty-two cases) require science or science and mathematics.

For the general B.S. degree in twenty-nine institutions, 30.6 semester hours, or 22.8 per cent of the total time is required for science.

Only eleven or 21. 1 per cent of the fifty-two colleges of arts and sciences require biological science for graduation from the general A.B. course.

"These figures show that only a small percentage of B.A. graduates are required to take the biological sciences. These graduates are supposed to have had the broad outlines of modern culture, to have had at least a general survey of the principal factors that determine the thinking of the world. They are not to be specialists. They are evidently those with leisure and means for a liberal education. They constitute a group from which will come the future leaders of our democracy — legislators, preachers, teachers, captains of industry and finance, explorers in physical and social fields, writers, and artists. Is it a liberal education which omits the science which is the basis of all present-day interpretations of economic, social, and religious problems?"

Of the colleges of education, 90.4 per cent require an average of 10.6 hours of science and mathematics for the general education degrees.

All of the colleges of education require an average of 20.2 hours of science and mathematics for the degree in physical education.

Distribution of State Universities According to Types of Major and Minor Requirements

Type of major	*No. of State universities*
1. No major or unclassified	4
2. General Major:	
Example: In science including mathematics	
Characteristics: Distributive and elective	1
3. Limited General Major:	
Example: In natural science	
Characteristics: Distribution and concentration	7
4. Group Major:	
Example: In biology	
Characteristics: Concentration and some specialization	26
5. Specialized Major:	
Example: In botany, in entomology	
Characteristics: Large amount of work in major, prescribed courses	18

In view of the increasing demand of society for the biological outlook in life, the colleges will have to look upon biology more and more as a fundamental subject in the requirements for graduation.

For a scientific education, as in the general B.S. degree, acquaintance with one of the principal branches of scientific knowledge is demanded.

In the eleven State universities where biology is required for the A.B. degree, the course averages 6.6 semester hours. In the seven institutions where it is required for the B.S. degree, the course averages 8.9 hours. This includes 1.4 hours in the biological sciences. This means practically no thorough work in biology. In these institutions the course is required or recommended for the freshman and sophomore years.

Biology, psychology, anthropology, physiology, and genetics contribute facts as the basis of human action. Man is a living organism and a biological account of him is of use in relation to his social and economic activities.

The knowledge revealed by biological discoveries has helped create the frame of mind of legislators, judges, lawyers and the public in general which has resulted in our welfare legislation.

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PHYSICS.[7] *Historical.*

1887. Harvard published "The Descriptive List of 46 Experiments," by Hall, followed by Hall and Bergen's *Text Book in Physics* (1892). (Set of apparatus equipped for forty-six experiments was prepared to accompany this text.)

1892. The N. E. A. appointed the Committee of 10 on High School Education. This committee made an influential report which helped to standardize all high school subjects.

1899. The N. E. A. appointed a Committee on College Entrance Requirements. From this time the idea of national uniformity and of measuring work by units was fully established.

With the encouragement of the N. E. A. reports, courses in mechanical physics flourished, but they soon became overloaded with suggested experiments and mechanical in spirit.

1906. The Central Association of Mathematics Teachers, inaugurated "A New Movement Among Physics Teachers," and a valuable report was issued by a committee known as the National Commission on the Teaching of Physics.

1907. The North Central Association of Colleges and Secondary Schools indorsed the report of the National Commission on the Teaching of Physics.

1920. The United States Bureau of Education published in Bulletin 1920, No. 26, a report of the Science Committee on the reorganization of the National Education Association. This bulletin gives a statement on the objectives to be attained by the teaching of science, and outlines the content of suitable courses in the various sciences. Thus high school science has been influenced in

[7] Pages 222–226 summarize the study of Miss Margaret Roberta Wallace in 1926.

its development by college and secondary school teachers, by educational associations, and by the United States Bureau of Education.

PER CENT OF STATE UNIVERSITIES THAT REQUIRE OR RECOMMEND SCIENCE FOR ENTRANCE

Schools and degrees	*Science required: per cent*	*Science recommended: per cent*	*No science Reference: per cent*
B.A.	37.9	8.6	53.5
Medicine	39.5	18.4	42.1
Education	42.9	8.9	48.2
Home economics	43.7	14.5	41.8
Agriculture	44.9	12.2	42.9
B.S.	47.8	10.1	42.1
Engineering	53.3	15.0	31.7
All schools	44.7	13.2	42.1

Science is least required for admission to the A.B. course. Sixty-two and one-tenth per cent of all schools giving the degree require no science. The average amount of prescribed work for all colleges is seven units; the average amount of work prescribed for colleges requiring science for admission to the A.B. course is 7.8 units; the average amount of prescribed work for colleges requiring no science for admission to the A.B. course is six units. Science is required more frequently where a greater part of the work is prescribed.

In Pennsylvania State College, the physics department gives to all students in the School of Chemistry and Physics a semester course of one hour weekly which treats of the history of science, its ideals, purposes, and methods, its development to its present importance, and the problems to be met in the near future by scientists.[8]

There are thirteen institutions in which the science required for graduation may be studied in either high school or college, thus making the two schools part of the eight-year course.

[8] See catalogue of Pennsylvania State College, XIX, No. 5, p. 195.

THE NUMBER OF STATE INSTITUTIONS WHICH REQUIRE PHYSICS AND OTHER SCIENCES FOR ENTRANCE

	Engineering	*Premedical*	*B.S.*	*Agriculture*	*Home econ.*	*B.A.*	*Education*	*Total*
No. of institutions	60	38	69	49	55	58	56	385
No. requiring physics	13	2	2	2	1	0	0	20
No. requiring physics or chemistry	1	1	1	0	0	1	0	4
No. requiring physics or biology	0	1	0	0	0	0	0	1
No recommending physics	10	1	3	3	3	2	0	21
No. recommending physics or chemistry	2	2	1	0	0	1	0	6
Total number of times physics is specified	26	7	7	5	3	3	1	52

Physics is not required for the B.A. or the education degree. All State universities will accept one unit of physics; two will accept either one or two units; six institutions will accept either one unit or one-half unit.

SCIENCE AND ESPECIALLY PHYSICS IN B.A., B.S., AND EDUCATION COURSES IN STATE INSTITUTIONS

Number and per cent of institutions requiring science for various degrees

	Hours required for graduation	*No. of insts.*	*No. req. science*	*Per cent req. science*
Bachelor of arts	126.7	59	47	79.7
Education	128.4	57	47	82.5
Bachelor of science	133.1	61	61	100

AVERAGE NUMBER OF HOURS OF SCIENCE PRESCRIBED IN CURRICULA WHERE SCIENCE IS A REQUIREMENT AND THE PER CENT OF THE TOTAL GRADUATION HOURS GIVEN TO SCIENCE

Curricula	*Graduation hours*	*Science hours*	*Per cent of science*
Bachelor of arts	126.7	10.3	8.1
Education	128.4	12.2	9.5
Bachelor of science	148.1	20.8	14.0

Science is required for graduation in all curricula except B.A. and education. In the B.A. course, there are twelve

colleges in which it is not required; in nine of these colleges, mathematics or science must be taken; in the other three, the grouping of departments makes it possible to omit science.

Ten schools of education do not prescribe science; in eight of these there is the mathematics-science alternative.

NUMBER AND PER CENT OF STATE INSTITUTIONS REQUIRING PHYSICS AND LABORATORY PHYSICS IN THE VARIOUS CURRICULA

Curricula	*No. of insts.*	*No. req. physics*	*Per cent req. phys.*	*No. req. lab. phys.*	*Per cent req. lab. phys.*	*Per cent of phys. courses in which no lab. work req.*
Bachelor of arts	59	4	6.8	4	6.8	0.0
Education . .	57	7	12.3	6	10.5	14.3
Bachelor of science . .	61	26	41.9	25	40.3	3.8

Equivalent of Laboratory Hours in Class Hours. Nineteen colleges require three class hours for one laboratory hour; fifty-two require two class hours for one laboratory hour; two require two and one-half class hours for one laboratory hour. The average requirement is 2.3 class hours for one laboratory hour. Two class hours are counted equal to one credit hour in 72 per cent of the colleges. Physics is required in 40 per cent of the B.S. courses. Physics is required in only four of the A.B. courses and seven of the school of education courses. Laboratory work is required in the physics work of all A.B. courses, all but one of the B.S. courses, and all but one of the school of education courses. A laboratory course of two semester hours' credit is required most frequently in all schools. It occurs in sixty-six out of 116 non-engineering courses (56.8 per cent).

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WORDSWORTH, University Studies in the Eighteenth Century.
UNITED STATES GOVERNMENT BULLETINS: BUREAU OF EDUCATION:
1918, No. 35. "Cardinal Principles of Secondary Education."
1920, No. 7. "Requirements for the Bachelor's Degree," by Walton C. John.
1920, No. 26. "Reorganization of Science in Secondary Schools."
1924, No. 30. "Land Grant College Education, 1910–1920," by W. C. John.
1925, No. 11. "Accredited Secondary Schools in the United States."

CHEMISTRY.[9] The data given here covering eighty public and 102 private college and universities, all selected by the United States Bureau of Education, as of 1928.

Entrance Requirements for the B.A. Degree (Public). Fifty-five out of fifty-nine colleges prescribe fifteen entrance units for the liberal arts curricula and four prescribe sixteen units.

Thirty-five, or 59.3 per cent, of the fifty-nine institutions do not prescribe science as a college entrance subject. The remaining number, nineteen, or 40.7 per cent, prescribe from one to two units of science; only three require two units.

Chemistry is not specifically mentioned by any institution, but it is accepted as an elective unit to the extent of one unit. Only two colleges admit less than one unit, and two more than one unit.

Entrance Requirements for the B.S. Degree (Public). Of eighty public institutions, thirty-four offer the B.S. degree. Thirty-one of the thirty-four institutions require fifteen entrance units for the B.S. degree, and three require sixteen entrance units. Seventeen, or 50 per cent, of the thirty-four institutions do not require science as an entrance subject. Of the seventeen cases requiring science as an entrance unit, fifteen require one credit and two require two credits. None of the

[9] Pages 226–228 summarize the study of Mr. Lewis W. Mattern in 1928.

thirty-four institutions requires chemistry, but all admit it as an elective.

Entrance Requirements for the Bachelor's Degree in Education (Public). Of eighty public institutions, forty-six offer the bachelor's degree in education. Forty-two of the forty-six institutions require fifteen entrance credits; four require sixteen. Twenty-one, or 44.7 per cent, of the forty-six institutions do not require science as a college entrance subject. None of the forty-six institutions requires chemistry but all accept it as an elective.

Entrance Units Required in Chemistry and Science in Private Institutions. *Entrance Requirements for the B.A. Degree.* Ninety-six of 102 privately controlled institutions offer the A.B. degree. Eighty-six of the ninety-six require fifteen entrance units for the A.B. degree; one requires fourteen units, and four require fourteen and one-half units. Sixty-eight, or 70.8 per cent, of the ninety-six institutions do not require science as a college entrance subject. Of the twenty-eight cases requiring science, twenty-five require one unit. Ninety-five of the ninety-six institutions do not prescribe chemistry. One requires an alternative of science or mathematics. All permit chemistry as an elective.

Entrance Requirements for the Degree of B.S. Forty-four of the 102 private institutions grant the B.S. degree. Thirty-eight of the forty-four institutions require fifteen entrance units; four require fourteen and one-half, and two require sixteen units. Twenty-five, or 56.8 per cent, of the forty-four institutions do not require science as an entrance subject. Of the nineteen cases, or 43.2 per cent requiring science, eighteen require one unit, and one requires two units. None requires chemistry, but all admit it as an elective.

Entrance Requirements for the Bachelor's Degree in Education. Only thirteen of the 102 private institutions offer the bachelor's degree in education. Twelve of the thirteen require fifteen units for entrance, and one from fifteen to sixteen. Six of the thirteen, or 46.1 per cent, do not require science for entrance.

Of the seven cases, or 53.9 per cent, requiring science, all require one unit. None requires chemistry, but all accept it as an elective.

GRADUATION CREDITS REQUIRED IN CHEMISTRY AND SCIENCE IN PUBLICLY CONTROLLED INSTITUTIONS

Requirements for the B.A. degree (public)

Total semester hours required for graduation		*Total semester hours required in:*	
		Science	*Chemistry*
Minimum	120	Minimum 0	Minimum 0
Median	126	Median 10	Median 0
Maximum	186	Maximum 66	Maximum 8

MODAL TENDENCY OF SEMESTER HOURS REQUIRED FOR A.B. DEGREE (PUBLIC)

For graduation		*In science*		*In chemistry*	
Cases	*Credits*	*Cases*	*Credits*	*Cases*	*Cases*
52	120–130	9	0	57	0
5	131–140	24	4–10	1	3
2	144	22	11–20	1	6
1	185	4	21–30	1	8
		1	66		

5. SOCIAL SCIENCE

Ten years ago the median college requirement in social science was six semester hours. At that time, this school placed its requirements in social science at twelve semester hours. The following tables will show that to-day the median is twelve semester hours, the point of the published requirement of this school. The median number of hours taken in social science by the B. R. E. graduates in the class of 1928 was thirteen; the first quartile was twelve, and the third quartile was sixteen.

Under the direction of the United States Bureau of Education, Professor D. A. Dollerhide is conducting an exhaustive examination into the present status of social science in the colleges of the United States. Professor Dollerhide very kindly placed his unpublished data at the service of the writer and assisted him in bringing together the data given on pages 229–240.

TABLE 52

A COMPARATIVE SUMMARY OF THE ENTRANCE REQUIREMENTS IN SOCIAL SCIENCES IN PRIVATE AND PUBLIC INSTITUTIONS

	Private institutions		*Public institutions*				
Degree	*Percentage of institutions prescribing soc. sci.*	*History*	*Percentage of institutions prescribing soc. sci.*	*History*	*Civics*	*Term social science†*	*Group Elective*
A.B.	63.7*	100	72.3	89.2	7.1	2.4	4.7
B.S.	68.9	100	76.8	97.8	7	7	9.3
B. Education	64.4	100	79.6	90.7	7	4.6	7
Agriculture	75	100	66.7	84.4	0	0	15.6
Commerce	70.6	100	74	89.2	5.4	5.4	7.2
Engineering	58.8	100	74.2	86.9	2.2	6.6	8.7
Forestry	100	100	76.9	92.3	0	0	7.7
Music	75**	89	65.2	93.3	0	6.7	0
Journalism	...	...	55.5	80	0	20	0
Dentistry	100	100	66.7	66	0	33.3	0
Home economics	63.7	100	70	91.4	3.7	3.7	14.3
Prelaw	86.6	100	70.9	90.9	4.6	4.6	0
Premedicine	100	100	77.8	100	4.8	4.8	0

* Group elective allowed in 6.3 per cent of the cases.

** The term *social science* is used in 11 per cent of the institutions.

† The term *social science* is used to designate a general course introducing the subject-matter of civics, economics, and sociology.

An analysis of the comparative summary of the distribution of the social sciences required for entrance to the public and private institutions shows the following:

a. Of the thirteen curricula, a greater percentage of private institutions require social science for entrance than public institutions, private institutions leading in seven curricula.

b. History is required by the curricula of every public and private institution requiring social science, both for entrance and for graduation.

c. History is required, with the exception of the curricula of music and journalism, by 100 per cent of the private institutions and to the exclusion of all other social sciences.

d. A wider distribution of the social sciences prevails for the public than for the private institutions.

e. Of the publicly controlled institutions, eight of the thirteen curricula prescribe civics for entrance. The percentage of the institutions prescribing civics varies from 2.2 to 7.1 per cent, with a median of 3.7 per cent.

f. The term *social science* is used by the public institutions in eleven of the thirteen curricula. The distribution varies from 2.4 to 33.3, with a median of 4.8 per cent. The term *social science* is used in the privately controlled institutions in the curriculum of music, the percentage being 11 per cent.

g. The publicly controlled institutions distribute social science requirements by the group elective plan in eight of the thirteen curricula. The privately controlled institutions permit the group elective only in the A.B. curriculum, the percentage of institutions being 6.3. The percentage distribution in the publicly controlled institutions varies from 4.7. to 15.6 per cent, with a median of seven per cent.

An analysis of Table 53, the comparative summary of the distribution of the social science requirements for graduation in the private and public institutions, shows the following:

a. In the curricula of the private institutions, a greater percentage of institutions prescribe economics than in the cur-

TABLE 53

A COMPARATIVE CURRICULA SUMMARY OF GRADUATION REQUIREMENTS IN SOCIAL SCIENCE IN PRIVATE AND PUBLIC INSTITUTIONS

Degree	*Private institutions: Percentage distribution of social science*						*Public institutions: Percentage distribution of social science*					
	Percentage of institutions prescribing soc. sci.	*Economics*	*History*	*Pol. sci.*	*Sociology*	*Group elective*	*Percentage of institutions prescribing soc. sci.*	*Economics*	*History*	*Pol. sci.*	*Sociology*	*Group elective*
A.B.	77.1	41.9	56.7	14.9	15.6	18.9	75	27.5	42.5	20	6.25	22.5
B.S.	60.3	48	60	20	20	8	72.9	48.6	51.4	21.1	8.9	17.8
B. Education	92	17.4	69.6	30.4	47.8	13	93.8	32.8	57.1	24.5	24.5	21.9
Agriculture	100	83.3	66.7	16.7	50	16.7	84.1	54.6	31.8	9.1	11.4	4.5
Commerce	100	100	74.2	51.6	35.5	0	100	98	62	52	26	0
Engineering	70.6	96.8	13	30.3	0	.4	75.4	91.3	27	17	2.4	0
Forestry	66.7	66.7	33.3	33.3	0	0	81.3	81.3	12.5	18.75	6.25	0
Music	38.9	28.6	57.1	28.6	28.6	0	33.3	10	80	0	20	10
Journalism	80	80	80	40	40	0	95	68.4	73.7	52.6	36.9	10.5
Home economics	99	81.8	54.5	9.9	63.6	9.9	94.2	54	34	22	60	6
Prelaw	77.7	57.1	80.9	57.1	24	4.9	86.7	42.4	96.9	46.1	15.4	11.5
Premedicine	34.2	46.1	46.1	30.7	15.4	7.7	36.9	7.1	50	42.9	28.6	28.6

ricula of the public institutions. Private institutions lead in nine of the thirteen curricula. The median requirement of the various curricula for the private institutions is 57.1 per cent, and for the public institutions, 48.6 per cent.

b. History as a social science is required for graduation in a greater number of cases in the various curricula in the private institutions than in the public institutions. Of the twelve curricula, the private institutions lead in eight. The median of the number of private institutions requiring history is 57.1; of the public institutions, 50 per cent.

c. Political science is required by a greater percentage of private institutions than public institutions. The median percentage of the private institutions is 30.4; of the public institutions, 21.1 per cent.

d. Sociology is required by a greater percentage of the private institutions, in nine of the twelve curricula, than by the public institutions. The median of the number of private institutions is 24 per cent; for public institutions, 15.4 per cent.

e. Public institutions permit a greater selection in the field of social sciences by means of the group elective than do the private institutions. The median of the number of public institutions permitting group electives is 10 per cent, whereas, in the private institutions it is 8 per cent. In the private institutions, four of the thirteen curricula do not prescribe group electives; namely, commerce, music, forestry, and journalism. In the public institutions, three of the thirteen curricula do not prescribe group electives; namely, commerce, engineering, and forestry.

f. A greater percentage of private institutions prescribe social science than public institutions.

TABLE 54

THE CURRICULA SUMMARY OF THE ENTRANCE AND GRADUATION REQUIREMENTS IN SOCIAL SCIENCE IN THE PUBLIC INSTITUTIONS WITH THE DISTRIBUTION OF THE STUDIES INCLUDED UNDER THE TERM "SOCIAL SCIENCE"

	Entrance requirements				*Graduation requirements*				
Degree	*History*	*Civics*	*Term soc. science*	*Group elective*	*Economics*	*History*	*Pol. sci.*	*Soc.*	*Group elective*
A.B.	89.2	7.1	2.4	4.7	27.5	42.5	20	6.25	22.5
B.S.	97.8	7	7	9.3	48.6	51.4	21.1	8.9	17.8
B. Education	90.7	7	4.6	7	32.8	57.1	24.5	24.5	21.9
Agriculture	84.4	0	0	15.6	54.6	31.8	9.1	11.4	4.5
Commerce	89.2	5.4	5.4	7.2	98	62	52	26	0
Engineering	86.9	2.2	6.6	8.7	91.3	27	17	2.4	0
Forestry	92.3	0	0	7.7	81.3	12.3	18.75	6.25	0
Music	93.3	0	6.7	0	10	80	0	20	10
Journalism	80	0	20	0	68.4	73.7	52.6	36.9	10.5
Home economics	91.4	3.7	3.7	14.3	54	34	22	60	6
Prelaw	90.9	4.6	4.6	0	42.4	96.9	46.1	15.4	11.5
Premedicine	100	4.8	4.8	0	7.1	50	42.9	28.6	28.6

TABLE 55

THE CURRICULA SUMMARY OF THE ENTRANCE AND GRADUATION REQUIREMENTS IN SOCIAL SCIENCE IN THE PRIVATE INSTITUTIONS WITH THE DISTRUBUTION OF THE STUDIES INCLUDED UNDER THE TERM "SOCIAL SCIENCE"

	Entrance requirements	*Graduation requirements*				
Degree	*History*	*Economics*	*History*	*Pol. sci.*	*Soc.*	*Group elective*
A.B.	100*	41.9	56.7	14.9	15.6	18.9
B.S.	100	48	60	20	20	8
B. Education	100	17.4	69.6	30.4	47.8	13
Agriculture	100	83.3	66.6	16.6	50	16.6
Commerce	100	100	74.2	51.6	35.5	0
Engineering	100	96.8	13	30.3	0	14
Forestry	100	66.7	33.3	33.3	0	0
Music	89**	28.6	57.1	28.6	28.6	0
Home Economics	100	81.8	54.5	9.9	63.6	9.9
Prelaw	100	57.1	80.9	57.1	24	4.9
Premedicine	100	46.1	46.1	30.7	15.4	7.7

* Group electives allowed in 6.3 per cent of the cases.
** The term *social science* is used in 11 per cent of the cases.

TABLE 56

A COMPARISON OF THE MINIMUM, MEDIAN, AND MAXIMUM REQUIREMENTS IN SOCIAL SCIENCE FOR GRADUATION IN THE CURRICULA OF THE PUBLIC AND PRIVATE INSTITUTIONS

Social science requirements

Degree	*Public institutions*			*Private institutions*		
	Minimum	*Median*	*Maximum*	*Minimum*	*Median*	*Maximum*
A.B.	3	12	43	3	9.5	14
B.S.	2.7	16	28	6	9	13.5
B. Education	1	12	42	5	8	11
Agriculture	2	6	30	8	8.5	10
Commerce	18	54	105	18	53	76
Engineering	.7	6	24	7	10	13.5
Forestry	2	4	12	6	6	23
Music	4	6	13	3	9	12
Journalism	4	20	51	14	18	36
Home economics	3	9	18	7	9	10
Prelaw	3	12	18	7.5	9	11
Premedicine	2	6	24	8	9.5	11

MINIMUM SOCIAL SCIENCE REQUIREMENTS. According to the above table, the minimum social science requirements for the various curricula of the private institutions are higher than those of the public institutions. The median of the minimum social science requirement of the curricula for the private institutions is seven semester hours; that of the public institutions, three semester hours. The minimum requirement in social science is the same for the public and private institutions in the A.B. and commerce curricula.

MEDIAN SOCIAL SCIENCE REQUIREMENTS. Social science median requirements for the above curricula are approximately the same. The median of the medians for the public and private institutions is nine semester hours. The only curriculum in which the median is the same is home economics.

MAXIMUM SOCIAL SCIENCE REQUIREMENTS. Public institutions prescribe a much greater maximum social science requirement than private institutions. The median of the maximum requirements for the various curricula in the public institutions is twenty-four semester hours, and in the private institutions, 13.5 semester hours. The maximum requirement in the cur-

ricula of forestry is greater in the private than in the public institutions, being twenty-three semester hours in private institutions and thirteen semester hours in public ones.

TABLE 57

A TABULAR SUMMARY SHOWING THE MEDIAN REQUIREMENTS FOR GRADUATION BY PUBLIC INSTITUTIONS IN SOCIAL SCIENCE, NATURAL SCIENCE, AND FOREIGN LANGUAGE

Degree	*(Median) Semester hours for graduation*	*(Median) Prescribed semester hours*	*Social science*	*Natural science*	*Foreign language*
A.B. . . .	125	72	12	10	15
B.S. . . .	127	82	10	27	12
B. Education	126	92	12	13	16

TABLE 58

COMPARISON OF THE SOCIAL SCIENCE REQUIREMENTS FOR ENTRANCE TO, AND GRADUATION FROM, THE LIBERAL ARTS COURSE IN FORTY-NINE PUBLIC INSTITUTIONS FOR THE ACADEMIC YEARS 1917-1918 AND 1927-1928

PART I, *Entrance Requirements*

Units for entrance				*Social science required*			
1917-1918		*1927-1928*		*1917-1918*		*1927-1928*	
Institutions	*Units*	*Institutions*	*Units*	*Institutions*	*Social science*	*Institutions*	*Social science*
14	14.1	0	14	13	0	12	0
2	14.5	0	14.5	30	1	26	1
31	15	44	15	5	2	1	1.5
2	16	5	16	1	3	10	2
49		49		49		49	

According to the above summary, of the forty-nine public institutions for the academic year 1917-1918, 32 per cent required less than fifteen units for entrance, whereas in 1927-1928, all required fifteen or more units for entrance.

Social science was required for entrance by 73.4 per cent of the public institutions during the academic year of 1917-1918; and at the end of this decade, 77.5 per cent of these institutions required social science for entrance, an increase of 4.1 per cent.

TABLE 58 — *continued*

PART II. *Graduation Requirements*

Semester hours required				*Social science required*			
1917-1918		*1927-1928*		*1917-1918*		*1927-1928*	
Institutions	*Semester hours*	*Institutions*	*Semester hours*	*Institutions*	*Semester hours*	*Institutions*	*Semester hours*
1	107	12	120	24	0	10	0
1	117	1	122	2	4	1	3
28	120	9	124	6	6	1	4
1	121	3	125	3	8	8	6
2	122	2	126	8	12	1	8
2	123	1	126.6	1	14	2	9
1	124	1	127	1	15	14	12
2	126	5	128	1	16	1	14
3	128	2	130	1	18	6	18
2	130	2	132	2	24	1	20
2	132	1	133	..	..	4	24
2	136	1	134	..	..	1	36
1	138	2	136	..	..	..	..
1	150	1	137	..	..	..	..
..	..	2	138	..	..	..	..
..	..	2	144	..	..	..	..
49		49		49		49	

According to the above summary, the median graduation requirements, expressed in semester hours, increased from 120 to 125 during the decade. The range of graduation requirements in semester hours varies from 107 to 150 for the academic year 1917-1918. The academic year of 1917-1918 saw, in the forty-nine public institutions, 80 per cent of these institutions requiring between 120 and 128 semester hours for graduation. At the end of the decade, 73.6 per cent fell within this range. The concentration remained constant while the median increased.

The social sciences required vary from a minimum of four to a maximum of twenty-four, with a median of six semester hours for the academic year 1917-1918, whereas for the year 1927-1928, the range varies from a minimum of three to a maximum of thirty-six, with a median of twelve semester hours. At the beginning of the decade (1917-1918), of the forty-nine public institutions, 51.2 per cent required social sciences; and

at the close, 79.6 per cent required social science for graduation — an increase of 28.4 per cent.

Conclusions from Table 58. An analysis of the data compiled for the A.B. degree in forty-nine public institutions during the academic year of 1917-1918, compared with the data for 1927-1928, shows an increase of 4.1 per cent in the institutions requiring social science for entrance, and for graduation an increase of 28.4 per cent.

The median entrance requirements remained constant at fifteen units, but the median graduation requirements changed from 120 semester hours in 1918 to 125 semester hours in 1928. The concentration from 120 to 128 semester hours remained the same. This increase of the median was caused by the shifting of the extremes.

The median social science requirement for 1918 was six semester hours, whereas in the year 1928 this had increased to twelve semester hours.

TABLE 59

SOCIAL SCIENCE REQUIREMENTS FOR ENTRANCE TO THE LIBERAL ARTS COURSE IN FIFTY PRIVATE INSTITUTIONS FOR THE ACADEMIC YEARS 1917-1918 AND 1927-1928

PART I. *Entrance Requirements*

Units for entrance				*Social science requirements*			
1917-1918		*1927-1928*		*1917-1918*		*1927-1928*	
Institutions	*Units*	*Institutions*	*Units*	*Institutions*	*Units*	*Institutions*	*Units*
4	14	1	14.5	20	0	15	0
14	14.5	47	15	28	1	35	1
26	15	2	16	2	2	..	..
2	16	..	..	..	..	..	..
2	16.5	..	..	..	..	..	..
1	17	..	..	..	..	..	..
1	20	..	..	..	..	..	..
50		50		50		50	

According to the above summary, of the fifty private institutions for the year 1917-1918, 36 per cent required less than fifteen units for entrance, whereas in 1927-1928, 98.1 per cent required fifteen or more units for admission.

Social science was required for entrance by thirty-one institutions, or 60 per cent of the institutions listed, for the year 1917-1918. Thirty-five institutions required social sciences for entrance for the year 1927-1928 — an increase in institutions requiring social science for entrance of 10 per cent — while the median entrance requirements remained the same, fifteen units.

TABLE 59 — *continued*

PART II. *Graduation Requirements*

Semester hours required				*Social science required*			
1917-1918		*1927-1928*		*1917-1918*		*1927-1928*	
Institutions	*Semester hours*	*Institutions*	*Semester hours*	*Institutions*	*Semester hours*	*Institutions*	*Semester hours*
1	111	1	108	29	0	12	0
1	115	2	118	1	3	14	6
2	118	20	120	1	4	1	8
26	120	2	122	15	6	1	10
3	122	1	123	1	9	10	12
2	124	5	124	2	12	1	14
1	125	1	125	1	14	1	15
2	126	4	126	..	..	5	18
6	128	7	128	..	..	2	21
1	130	1	132	..	..	2	24
2	136	1	134	..	..	..	..
2	138	1	136	..	..	..	..
1	140	1	138	..	..	..	..
1	168	2	140	..	..	..	..
..	..	1	156	..	..	..	..
50	..	50	..	50		50	..

According to the above summary, the median graduation requirements for the academic year 1918 were 120 semester hours, while for the year 1928 they were 123 semester hours. Eighty and four-tenths per cent of the institutions for the years 1917-1918 and 1927-1928 required for graduation between 120 and 128 semester hours. Thus the increase of three semester hours for the median graduation requirements during the decade indicates a concentration.

The summary of social science requirements for graduation during 1918 shows a range of from three to fourteen hours with a median at six semester hours, the frequency here being fifteen

institutions. The range of the social science requirements for the same institutions ten years later runs from six to twenty-four hours with the median at twelve. In addition to this decided increase in semester hours prescribed in the social sciences, the number of institutions requiring social science increased 28 per cent during the decade. In 1918, only twenty-one of the fifty institutions required social science, whereas in 1928, thirty-five of the fifty prescribed social sciences for this curriculum.

Conclusions from Table 59. The summary of the table comparing the entrance and graduation requirements for the A.B. degree of fifty private institutions for the academic years 1917-1918 and 1927-1928 shows:

a. A standardization of entrance requirements at fifteen units. In 1918, 36 per cent of the institutions required less than fifteen units, but in 1928, nine-tenths of one per cent required less than fifteen units.

b. An increase of 10 per cent in the institutions requiring social science for entrance to this degree.

c. The median graduation requirements for the private institutions increased from 120 to 123 semester hours during the decade from 1918 to 1928.

d. The median of the social science requirements increased from six to twelve semester hours.

e. The institutions requiring social science for graduation increased 28 per cent during the decade.

6. RELIGION AND THE BIBLE

In 1918, when this school was established with fourteen semester hours in Bible, only seventeen colleges prescribed the Bible for the A.B. degree, seven for the B.S. degree, and five for the Ph.B. or the Litt.B. degree. Three required three hours; four required four hours; two, six hours; two, eight hours; and one, fourteen hours.

The surveys of Bible teaching in colleges given in an earlier

section of this report by Haggerty and Harper will show the rapid increase in offerings in this field. A study of Dr. Haggerty's data will show that sixty colleges now offer enough hours in religion to comprise a major according to the requirements indicated in Table 47, but that only five could muster enough hours in English Bible to comprise a weak major in this subject. There has been progress during the decade, but much more may be expected during the coming decade.

7. VOCATIONAL SUBJECTS

Recent exhaustive studies of vocational subjects for college entrance and graduation in relation to the bachelor's degree were made by Mrs. Frances Moon Butts. The work was done under the guidance of the United States Bureau of Education. It included over 200 vocational subjects recognized either for entrance or graduation, or for both entrance and graduation, from eighty public and 102 private institutions. The study is unpublished, but it is available at the United States Bureau of Education. The following is a brief digest of Mrs. Butts's exhaustive investigation. (Pages 241–246.)

ENTRANCE CREDITS FOR VOCATIONAL SUBJECTS. *All Schools and Colleges*. The average number of vocational elective units accepted is: Public institutions, 5.02; private institutions, 3.75; both public and private institutions, 4.43. The median number of vocational elective units accepted is: Public institutions, four; private institutions, one; both public and private institutions, four. The number of vocational elective units accepted ranges from one to nine in the public institutions and from one to six in the private ones. The average per cent of the total number of elective units which may be offered in non-academic or vocational subjects is: Public institutions, 70.50; private institutions, 66.22; both public and private institutions, 69.32.

The Colleges of Liberal Arts. The average number of vocational elective units accepted is: Public institutions, 4.76; private

institutions, 3.33; both public and private institutions, 3.98. The median number of vocational elective units accepted is: Public institutions, 4.5; private institutions, two; both public and private institutions, four. The average per cent of the total number of elective units which may be offered in vocational subjects is: Public institutions, 40.02; private, 62.2; both public and private, 66.87. The number of vocational elective units accepted ranges from two to eleven in the public institutions and from one to nine in the private institutions.

It appears that the policy of the publicly supported institutions is more liberal in regard to the recognition of vocational subjects for college entrance than that of the private institutions.

Subject Acceptances. The minimum number of units specified for acceptance in any non-academic college entrance subject is one-half unit; the maximum range is as follows: Public institutions: Surveying, one-half; applied English, one; Bible, two; commerce, education, fine and applied art, home economics, and music, four each; industry, five; agriculture, six. Private institutions: Surveying, one-half unit up; Bible and applied English, one; education and music, two; commerce, fine and applied art, and home economics, three; agriculture and industry, four.

The distribution of maximum unit acceptances in the non-academic subjects is as follows:

Maximum acceptance	*Public institutions*	*Private institutions*	*Private and public institutions*
½	141	81	222
½ up	..	10	10
1	173	165	338
1½	4	..	4
2	121	29	150
3	25	7	32
3½	1	..	1
4	41	4	45
5	1	..	1
6	4	..	4

The maximum unit acceptances arranged in descending order of the total number of times each unit acceptance is

mentioned fall in the following sequence: one, one-half, two, four, three, one-half up, one and one-half, six, three and one-half, and five.

It appears also that the publicly supported institutions are more liberal in the number of units accepted in the different non-academic subjects.

Direct Non-academic Vocational Relationships. The non-academic subjects accepted for college entrance are classified in this study under ten general divisions, as follows: Agriculture, Bible, commerce, education, applied English, fine and applied art, home economics, trades and industry, music, and surveying. The total number of recognitions of these subjects for college entrance, 1,060, is representative of the minimum number of possibilities in non-academic subject acceptances by the institutions studied. The distribution of subject acceptances in these divisions seems to bear a relationship to the distribution of the number of persons, namely, forty-one, 614, and 248, engaged in the occupations listed in the Statistical Abstract of the United States, 1923, which are classified as follows:

Class of occupations	*Per cent of total number of persons engaged*
Agriculture, forestry, and animal husbandry	26.3
Extraction of minerals	2.6
Manufacturing and mechanical industries	30.8
Transportation	7.4
Trade	10.2
Public service (not elsewhere classified)	1.9
Professional service	5.2
Domestic and personal service	8.2
Clerical occupations	7.5

It is interesting in this connection to note that the number of persons employed in manufacturing and mechanical industries, trade, and clerical occupations show a considerable increase over figures for the year 1910, and that the agriculture, forestry, and animal husbandry and domestic and personal

service classifications are the only ones showing a decrease in the number of persons engaged.

Summary. The comparisons upon a percentage basis of the number of persons engaged in certain classes of occupations with the number of possible college entrance acceptances in related non-academic subjects may be summarized as follows:

Classes of occupations	*Per cent of persons employed*	*Per cent of non-academic subject acceptances*
Agriculture, forestry, and animal husbandry	26.3	25.2
Manufacturing and mechanical industry	30.8	30.5
Trade	10.2	10.7
Professional service	5.2	13.3
Clerical occupations	7.5	13.9

The results of this study, as shown through the organization of data from 182 of the leading universities and colleges, seem to show that the tendency of higher education is to liberalize and modernize the curriculum and to enlarge the conception of practical education, and that, from pressure of the needs of civilization, various subjects have been brought into the curriculum which prepare for a large proportion of the occupations in which the working population of the United States is engaged.

Data compiled from original sources in regard to initial acceptance of vocational subjects for college entrance and graduation indicate that the greatest expansion has been since the close of the last century, and the most striking growth during and since the World War period. It is estimated that something like 60,000 college men and women are now enrolled in the business courses mentioned above. Since 1910 the total number of persons engaged in gainful occupations in the continental United States has increased from 38,167,336 to 41,614,248.

Although there is still an apparent tendency in some institutions not to recognize non-academic or vocational subjects, their acceptance in most cases indicates a recognition of prac-

tical aims and presages stability of industry and technical progress.

Society determines policies by its needs, and eventually higher education has to respond. Therefore, in the future, a further adjustment of subject-matter of the non-academic type to the increasing needs of a complex civilization may be expected.

The gainful occupations discussed in this study fall into nine classes:

Agriculture	Applied English
Bible[10]	Home economics
Commerce	Industry
Fine and applied arts'	Music[10]
Education	Surveying

BIBLE. The Bible as literature falls under the English requirement, and in such cases is treated as an academic subject. In this study it is treated from a practical and technical viewpoint when given as a moral, ethical, or religious foundation for certain religious or social service vocations.

There are no instances in which the Bible is prescribed as a non-academic college entrance subject.

Elective Acceptances. Out of 182 public and private colleges examined, thirteen private and four public institutions list Bible as an acceptable non-academic college entrance elective subject. The highest unit acceptance is two (in one case) and the lowest is one-half. Two public institutions accept one-half unit to one unit in Bible and one, the University of North Carolina, accepts two. Of the private institutions, one does not specify the number of units, two accept one-half or one unit and seven accept one unit.

Agnes Scott College states that in order to encourage the study of the Bible in preparatory schools, that college will accept, in the elective group, one unit under the following conditions: "The applicant must come from a school giving a

[10] These courses are of most concern to the field of religious education.

thorough course in either the Old Testament or the New Testament, covering a full academic year and occupying approximately ¼ of the student's time for the year."

Mt. Holyoke College, Columbia University, Haverford College, and others state that they will accept one unit in Bible as entrance credit when the work conforms to the recommendations of the Commission on the Definition of a Unit of Bible Study for Secondary Schools. (See page 189.)

Fine Arts. Courses in fine arts are generally accepted by both public and private colleges.

Music. Music is not required for entrance except in schools of music. Twenty-eight public and twenty-three private colleges accept music as an entrance subject. Harmony, piano, appreciation of music, history of music, violin, voice, organ, and sight singing are accepted by from one to three colleges each.

Summary Statements. In most of the non-academic subjects, the instruction seems to be organized with a combination of academic and non-academic aims in view; the academic aims are informational and liberalizing, and the non-academic aims are professionally theoretical or vocational in nature.

"Bible, as a non-academic college entrance elective, savors so much of the academic that small hint is given of its wide vocational relationships."

Because education is being pushed into the junior and senior years of college, it is becoming less and less common to introduce education courses into the secondary schools.

The extension of vocational subjects into the college curriculum has been discussed at a number of points in this report. The detailed discussion is omitted here because the subject will come up later in the analysis of requirements for college degrees.

V COMMENTS ON ACADEMIC REQUIREMENTS FOR ENTRANCE AND GRADUATION

A careful study of the median trends in entrance and graduation requirements as set forth in the foregoing studies reveals

the fact that in every subject the trend of the decade has justified the standards established by this school in 1918, and the school finds itself at the present time fully abreast of progressive practice. Through the years the administration has jealously guarded approved collegiate standards. In doing so with limited financial support, it has been necessary at times to reduce the elective offerings to the very minimum. At the present time there is imperative need for funds to enrich the elective offerings in nearly all of our departments. The discussion of the financial problems in an earlier section of this report has a direct bearing on the strengthening of the academic program.

CHAPTER XIII

The Undergraduate Degrees

I THE PRESENT STATUS

During the past few decades the five bodies of discipline — mathematics, science, English, foreign languages, and history — that formed the backbone of the traditional liberal arts course have been almost overwhelmed with a body of new, vital subject-matter, the mastery of which is necessary to the development of modern civilized society. During the same period there has developed a scientific technique of curricula construction which insists on analyzing and evaluating all matter and methods that find their way into an educational program in terms of very definite objectives — and the traditional curricula, as well as the new knowledge, must submit to the test. Society has come to ask its schools to formulate educational programs that will preserve vital and worth-while values in the old and inegrate these values with the useful and cultural elements found in the new. Note two typical college catalogue statements:

"The tendency of universities at the present time seems to be to reach out their arms farther and farther into the domains of knowledge and to become more and more places where the student may expect to be able to acquire any form of useful knowledge in which he may be interested. In the center, there is still found the College of Arts and Sciences, the pulsating heart, as it were, sending its vivifying streams to the outermost tips of the institution."[1]

"There is the growing conviction that the college course must do its part in the genuine preparation of students for a vocation, as well as offer every opportunity for the acquiring of a liberal education in the most enlightened sense of the word."[2]

[1]University of Florida. [2] University of Colorado.

Following Tables 60 to 65 there have been placed several score quotations from typical college catalogues of relatively recent date. No one can read these pages of confessions of American academic faith without being convinced that profound changes are taking place in the objectives, aims, and content of the American college.

What effect is this changed objective having on the traditional baccalaureate degrees? From data made available to him by the United States Bureau of Education, the writer has compiled Tables 60 to 65 in an attempt to answer this question.

II VOCATIONAL ELEMENTS IN BACCALAUREATE DEGREES

PRIVATE INSTITUTIONS

Table 60 shows the following rather startling data:

All of the 96 institutions grant the A.B. degree.

Only 46 of the 96 institutions grant the B.S. degree.

45 of 96 institutions offer the A.B. degree with a combination of liberal arts and professional courses.

29 of the 46 institutions granting B.S. degrees do so with a combination of liberal arts and professional courses.

28 of the 96 institutions offer both the A.B. and B.S. degrees with combination liberal arts and professional courses.

44 of the 96 institutions offer vocational majors of from 18 hours to 56 hours in fulfilment of requirements for the A.B. degree.

9 of the 96 institutions offer vocational minors of from 5 hours to 12 hours in fulfilment of requirements for the A.B. degree.

27 of the 46 institutions granting the B.S. degree offer vocational majors of from 18 hours to 64 hours in fulfilment of the requirements for the B.S. degree.

5 of the 46 institutions granting the B.S. degree offer vocational minors of from 4 hours to 12 hours in fulfilment of the requirements for the B.S. degree.

28 of the 96 institutions offer vocational majors of from 18 hours to 64 hours in fulfilment of requirements for both the A.B. and B.S. degrees.

In 63 of the 96 institutions a student can take a vocational major in meeting the requirements of the A.B. degree either in a combination liberal arts and professional course or in an independent vocational major.

Only 16 of the 96 institutions make no recognition of vocational courses towards either an A.B. or B.S. degree.

Of these 16 institutions,

ten are in New England;

two are New England colleges in the West — Knox and Carleton, and

seven are Roman Catholic institutions.

PUBLIC INSTITUTIONS

Table 61 shows the following facts:

52 of the 54 public institutions grant the A.B. degree.

43 of the 54 public institutions grant the B.S. degree.

36 of the 52 institutions granting the A.B. degree do so with a combination liberal arts and professional course.

41 of the 43 institutions granting the B.S. degree do so with a combination liberal arts and professional course.

46 of the 52 institutions granting the A.B. degree offer vocational majors of from 20 hours to 55 hours in fulfilment of the requirements for the A.B. degree.

2 of the 52 institutions granting the A.B. degree offer vocational majors of from 15 to 18 hours in fulfilment of the requirements for the A.B. degree.

1 of the 52 institutions granting the A.B. degree offers a vocational minor of 9 hours in fulfilment of the requirements of the A.B. degree.

2 of the 43 institutions offering the B.S. degree offer a vocational major of 15 hours to 18 hours in fulfilment of the requirements of the B.S. degree.

41 of the 43 institutions granting the B.S. degree offer a vocational major of from 20 hours to 53 hours in fulfilment of the requirements for the B.S. degree.

1 of the 43 institutions granting the B.S. degree offers a vocational minor of 4 hours in fulfilment of the requirements for the B.S. degree.

32 of the 54 public institutions give both the B.A. and B.S. degrees for combination liberal arts and professional courses.

53 of the 54 public institutions give some vocational credits toward the A.B. or the B.S. degree.

In 51 of the 54 public institutions, a student can offer a vocational major toward the fulfilment of the requirements of the A.B. or the B.S. degree either in a combination liberal arts and professional course or with an independent vocational major.

TABLE 60

RECOGNITION OF VOCATIONAL SUBJECTS IN COLLEGES OF LIBERAL ARTS — PRIVATE INSTITUTIONS

Key to Vocational Electives within Degrees:

1. A.B. with combined professional courses.
2. B.S. with combined professional courses.
3. Hours of professional courses credited toward A.B.
4. Hours of professional courses credited toward B.S.
5. Number of explanatory note following table.

Institution	*Degrees granted*								*Vocational electives within degrees*				
	A.B.	*B.S.*	*Ph. B.*	*B. Mus.*	*A.B. in Mus.*	*Spec. Ed. deg.*	*Other Spec. degrees*	*Two-yr. dip.*	*1*	*2*	*3*	*4*	*5*
1. Birmingham-Southern Col.	×	×	..	..	..	..	..	..	×	×	..	..	1
2. Univ. of So. California.	×	..	..	..	×	..	..	..	×	×	Major	Major	2
3. Stanford University	×	..	..	..	..	..	×	..	×	×	Major	Major	3
4. Colorado College	×	..	..	..	..	..	..	..	×	..	Major	..	..
5. University of Denver	×	..	..	..	..	..	..	..	×	..	40	..	4
6. Trinity College (Conn.)	×	×	..	..	..	..	..	..	..	..	Major	Major	5
7. Wesleyan University	×	×	×	..	..	..	..	..	..	..	..	..	6
8. Yale University	×	×	×	..	..	..	..	..	×	×	..	..	7
9. Conn. College for Women	×	×	..	..	..	..	..	..	..	..	Major	Major	8
10. Catholic Univ. of America	×	..	..	..	..	..	..	..	..	..	..	..	9
11. Georgetown University	×	×	×	..	..	..	..	..	..	..	..	..	10
12. George Washington Univ.	×	..	..	..	..	..	..	..	×	..	30	..	..
13. Howard University	×	×	..	..	..	..	..	..	..	..	Major	Major	..
14. Trinity College (D. C.)	×	×	..	..	..	..	..	..	..	..	Major	Major	..
15. Agnes Scott College	×	..	..	..	..	..	..	..	..	..	Major	Major	11
16. Emory University	×	×	×	..	..	×	..	..	×	×	..	..	..
17. University of Chicago	×	×	×	..	..	..	..	..	×	×	Major	Major	12

18. Northwestern University	×	×	..	..	×	..	×	..	×	×	..	..	..	13
19. Knox College	×	×	..	..	..	..	..	..	..	..	..	..	..	14
20. Wabash College	×	..	..	..	..	..	..	..	×	×	..	..	..	
21. Earlham College	×	×	..	..	..	..	..	..	..	..	30	30	..	
22. De Pauw University	×	..	..	..	..	..	..	..	..	..	Major	Major	..	15
23. University of Notre Dame	×	..	..	×	..	..	..	..	×	×	..	..	..	
24. Drake University	×	..	..	..	..	..	..	..	×	×	30	30	..	16
25. Grinnell College	×	..	..	×	..	..	..	..	×	..	..	..	..	17
26. Cornell College	×	..	..	×	..	..	..	..	×	..	Major	..	..	18
27. Baker University	×	×	..	..	..	..	..	..	..	..	28	..	..	19
28. Washburn College	×	×	..	..	..	..	..	..	..	..	Minor	Minor	..	20
29. Tulane Univ. of Louisiana	×	×	..	..	..	..	..	..	×	×	..	..	..	21
30. Bowdoin College	×	×	..	..	..	..	..	..	..	..	Minor	Minor	..	22
31. Bates College	×	×	..	..	..	..	..	..	..	..	Minor	Minor	..	23
32. Colby College	×	×	..	..	..	..	..	..	..	..	†	†	..	24
33. Goucher College	×	..	..	..	..	..	..	..	..	..	Major	..	..	25
34. Johns Hopkins University	×	..	..	..	..	..	..	..	..	..	†	..	..	26
35. Amherst College	×	..	..	..	..	..	..	..	..	..	..	..	..	
36. Boston University	×	×	..	..	..	..	..	..	×	×	..	..	..	
37. Harvard University	×	×	..	..	..	..	..	..	..	..	*	..	..	27
38. Radcliff College	×	..	..	..	..	..	..	..	..	..	Minor**	..	..	28
39. Boston College	×	..	..	..	..	..	..	..	..	..	..	..	..	
40. Smith College	×	..	..	..	..	..	..	..	..	..	..	..	..	29
41. Mount Holyoke	×	..	..	..	..	..	..	..	..	..	..	..	..	30
42. Tufts College	×	×	..	..	..	..	..	..	×	×	Major	Major	..	31
43. Wellesley College	×	..	..	..	..	..	..	..	..	..	†	†	..	
44. Williams College	×	..	..	..	..	..	..	..	..	..	..	..	..	..
45. Clark University	×	..	..	..	..	..	..	..	..	..	..	..	..	..
46. Carleton College	×	..	..	..	..	..	..	..	..	..	..	..	..	..
47. Washington University	×	×	..	..	..	..	..	..	×	×	..	..	..	..
48. Dartmouth College	×	×	..	..	..	..	..	..	..	..	Major	Major	..	
49. Rutgers College	×	×	..	..	..	..	..	..	..	..	Major	Major	..	32

TABLE 60 — *continued*

Institution	*Degrees granted*								*Vocational electives within degrees*				
	A.B.	*B.S.*	*Ph. B.*	*B. Mus.*	*A.B. in Mus.*	*Spec. Ed. deg.*	*Other Spec. degrees*	*Two-yr. dip.*	*1*	*2*	*3*	*4*	*5*
50. Princeton University	×	×	..	..	..	..	..	..	..	..	†	†	33
51. Wells College (N. Y.)	×	..	..	×	..	..	..	..	..	..	..	..	34
52. University of Buffalo	×	×	..	..	..	..	..	..	×	×	†	†	..
53. Hamilton College	×	×	..	..	..	..	..	..	..	..	..	..	35
54. Colgate University	×	×	..	..	..	..	..	..	..	..	Major	Major	..
55. Cornell University	×	..	..	..	..	..	×	..	×	×	Major	Major	..
56. Barnard College	×	..	..	..	..	..	..	..	×‡	..	Major	..	36
57. Columbia College for Women (S.C.)	×	..	..	..	..	..	..	..	×	..	56	..	..
58. Fordham University (St. John's College)	×	×	..	..	..	..	..	..	..	..	..	..	..
59. New York University	×	×	..	×	..	..	..	..	×	×	32	64	37
60. Vassar College	×	..	..	..	..	..	..	..	×	..	8	..	38
61. University of Rochester	×	..	..	..	..	..	×	..	×	×	Major	Major††	39
62. Union College	×	×	..	..	..	..	×	..	..	..	†	†	40
63. Syracuse University	×	..	..	..	..	..	×	..	×	×	..	..	..
64. Trinity College (N. C.)	×	..	..	..	..	..	..	..	×	..	Major	..	41
65. Wake Forest College	×	×	..	..	..	..	..	..	×	×	†	†	42
66. {Western Reserve Univ. / Adelbert Womens' Coll.}	×	×	..	..	..	..	..	..	×	×	Major	Major	43
67. Ohio Wesleyan University	×	..	..	..	..	..	..	..	×	..	Major	..	..
68. Oberlin College	×	..	..	×	..	..	..	..	×	..	24 to 36	..	44
69. Antioch College	×	×	..	..	..	..	..	..	..	..	Major	..	..
70. Reed College	×	..	..	..	..	..	..	..	..	..	Major	..	45

71. Willamette University	×	..	..	..	..	..	..	..	..	..	Major	..	..
72. Lehigh University	×	..	..	..	..	..	..	..	×	..	..	..	..
73. Bryn Mawr College	×	..	..	..	..	..	..	..	..	..	..	..	..
74. Lafayette College	×	×	..	..	..	..	..	..	×	×	Major	Major	..
75. Haverford College	×	..	..	..	..	..	..	..	×	..	..	..	46
76. Temple University	×	..	..	..	..	..	×	..	..	..	..	..	..
77. Univ. of Pennsylvania	×	..	..	..	..	..	..	..	×	..	..	..	..
78. University of Pittsburgh	×	×	..	..	..	..	..	..	×	×	..	..	..
79. Swarthmore College	×	..	..	..	..	..	..	..	..	..	..	..	47
80. Washington and Jefferson College	×	×	..	..	..	..	..	..	×	×	Major	Major	48
81. Brown University	×	..	×	..	..	..	..	..	..	..	..	..	..
82. Converse College	×	×	..	..	..	..	..	..	..	..	12 to 30	18	..
83. University of Chattanooga	×	×	..	..	..	..	×	..	×	×	Major	Major	..
84. Maryville College	×	..	..	..	..	..	..	..	×	..	Major	Major	..
85. Fisk University	×	..	..	..	..	..	..	..	..	..	Major	..	..
86. Vanderbilt University	×	..	..	..	..	..	..	..	×	..	12	..	..
87. University of the South	×	×	..	..	..	..	..	..	..	..	†	..	49
88. Rice Institute	×	×	..	..	..	..	..	..	×	×	Major	Major	50
89. Baylor University	×	..	..	..	..	..	..	..	..	..	Major	..	..
90. Randolph-Macon College	×	..	..	..	..	..	..	..	..	..	†	..	51
91. Washington and Lee Univ.	×	..	..	..	..	..	..	..	×	..	Major	..	..
92. Randolph-Macon Women's College	×	..	..	..	..	..	..	..	..	..	†	..	52
93. University of Richmond	×	×	..	..	..	..	..	..	×	×	..	..	..
94. Sweet Briar College	×	×	..	..	..	..	..	..	..	..	..	..	..
95. Whitman College	×	×	..	×	..	..	..	..	..	..	†	..	53
96. Beloit College	×	×	..	..	..	..	..	..	×	×	Major	Major	..
Totals	96	46	6	7	2	1	8		45	28			

† Electives with vocational utility available in specified subjects.
†† B. S. in mathematical and chemical engineering; chemistry and vital economics with minimum of professional courses.
‡ Both major and minor. ** Not more than five courses.
* Electives available in theology, education, law, medicine, engineering, etc.

[1] *Birmingham-Southern College:* four hours' credit for student activities.

[2] *University of Southern California:* A.B. given to music students who take ninety-four hours in liberal arts, plus thirty hours in music. The college offers regular undergraduate courses with major subjects as follows: Art, Biblical literature, economics, education, home economics, political science, religious education, sociology. Each of these courses is designed to give a liberal education, extends through four years, and leads to the degree of bachelor of arts. General college requirements: A total of twelve units from two or more of the following groups, other than the groups in which the student's major subject is included: (1) mathematics; (2) sociology, economics; (3) history, political science; (4) philosophy, English Bible. Also a minor subject, approved by the major department. Elective courses to be selected by the student with the advice of his major professor, sufficient to complete the required 124 units.

Music. The bachelor of arts degree is granted to students who have completed ninety-four units, exclusive of any units in music in the College of Liberal Arts, and who have also completed the public school music course in the College of Music. The ninety-four units shall include (1) a major of twenty-four or more units, (2) a minor of twelve units, and (3) all other work required of regular liberal arts students. Two years, equal to junior college standing, are required for admission to the professional schools of law, medicine, religion, education, and commerce.

[3] *Stanford University:* aim: "A university with such seriousness of learning as shall make it of the highest grade, including mechanical institutes, museums and galleries of art, laboratories, and conservatories, together with all things necessary for the study of agriculture in all its branches and for mechanical training and the studies and exercises directed to the cultivation and enlargement of the mind; its purpose, to promote the public welfare by exercising an influence in relief, etc."

[4] *University of Denver.* Major is twenty-five hours; minor, fifteen hours.

[5] *Trinity College* (Connecticut). "Though the college is in no sense a professional or technical school, yet the curriculum is planned so as to make it possible for a student to secure adequate training for study after graduation in such schools. It is believed that a course of study of this character is likely to prepare the student more adequately than an equal amount of work chosen with a less definite intention."

[6] *Wesleyan University:* classical in aim and offerings.

[7] *Yale University:* B.S. in Sheffield Scientific School. The freshman year at Yale is under the direction of the Freshman Year Faculty. The Sheffield Scientific School is the undergraduate school of Yale University for the study of science and engineering. Its courses cover a period of four years, three of which, beginning with the sophomore year, are in the school itself, while the first year is under the jurisdiction of the Freshman Year Faculty. Every student must elect at least twenty-four credit hours in one subject of instruction, and may not take more than thirty-six credit hours, unless he be a student of honor grade exempted by the dean from this limitation.

Every student must elect a full year course in each of the following fields and must take two such courses in five of the fields, in four of which the courses must, so far as possible, be progressive: (1) English, Biblical literature, or art; (2) history, European or American; (3) anthropology or economics; (4) psychology, philosophy, education, or mathematics; (5) physics, chemistry, geology, or biology; (6) Greek, Latin, or classical civilization; (7) modern languages.

[8] *Connecticut College for Women:* majors in fine arts, history, music, education, or social science for A.B. degree. Major in economics for B.S. degree. The *Elective Group* comprises courses chosen by the student, in accordance with her

interest and needs, to complete the total number of points required for the degree.

The Major Group. Every candidate for a degree is required to choose a major group of studies elected according to her dominant attitude or proposed vocation. Each major group consists of (1) a major subject — a single important subject in which sequent courses of study are offered by the college, and pursued by the student during a period of at least three years; and (2) related courses — studies in other departments of instruction that furnish contributory material. Each major group is designated by the name of the major subject.

Students majoring in fine arts must complete thirty-six points in fine arts and two additional consecutive courses either in drawing and painting or design. Interpretation of music is recommended as an elective. Students who elect a music major are required to take at least twenty-four points in the theory, history, and appreciation of music; in applied music, they will elect to follow pianoforte or voice or violin during three years for twelve points.

[9] *The Catholic University of America:* classical and philosophical.

[10] *Georgetown University:* classical and philosophical.

[11] *Agnes Scott College:* essentially non-vocational.

[12] *University of Chicago.* Major "distribution groups" include departments of political economy, education, arts, science (geology and geography) — two units each in the junior colleges and the senior colleges as follows:

"4. *College Credit for Professional and Technical Work.*

"Credit towards the academic Bachelor's degree may be allowed for professional courses in Law, Education, Medecine, or Divinity and for courses in Engineering and in the Fine and Industrial Arts, on the following conditions:

"(a) The amount of work which may be credited is an approved sequence of not less than 3 nor more than 9 majors, not all of which need be professional or specialized courses.

"(b) No course may be credited unless preceded by those fundamental subjects, a knowledge of which is prerequisite to its proper development of technique."

Fields of election: Schools of Divinity, Law, Education, Commerce, and Administration, and Graduate Schools of Arts, Literature, Science, and Social Service Administration.

[13] *Knox College:* follows New England and Old England colleges.

[14] *Wabash College:* has H.B. instead of A.B.

[15] *University of Notre Dame:* classical college which is gradually modifying its offerings to meet the demand for vocational training. "The demand of students for greater freedom in election of courses led the University in 1886 and again in 1898 to formulate other programs, embracing certain studies not contained in the Program of Classics, and leading to degrees equivalent to the degree of Bachelor of Arts."

In 1923 the curriculum was again modified. The aim of the Department of Journalism is thus stated: "To prepare technically for the profession of journalism and at the same time to provide the essentials of a liberal education."

[16] *Grinnell College:* aim: "To prepare for positions of leadership, responsibility and service." Major and minor in practical music, also public school music. Fields of election in music and social science.

"The tendency of the best professional schools is to become graduate schools, based upon a four years' college course. The strongest professional schools of the country have already adopted this standard. In some instances, such schools prescribe in part the college courses to be taken by students in preparation for professional study. In any case, it is possible for the student to plan his college work so as to make his later professional study easier and more productive. It

is generally recognized by the professional schools that subjects preparatory to special vocational study are taught far more effectively in a good college than in those schools themselves."

[17] *Cornell College.* "Suggested courses, preparatory to life work or graduate study, aim to serve students desiring to combine a broad, cultural preparation for life and leadership with specific preparation for some special vocation or profession."

[18] *Baker University.* Ten of the twenty-eight hours of vocational work may be highly technical.

[19] *Washburn College.* Five hours may be technical.

[20] *Tulane University of Louisiana.* "The courses leading to the degree of A.B. are similar to those commonly required for that degree, which is believed best to fit the needs of those who wish a broad and yet sound training in the literature, the science, the history, the thought which have gradually built up European and American civilization. The student is not encouraged in her undergraduate course to develop too far any special interest; information, the habit of thought are the basis of the capacity to discriminate between a good novel and mere trash, a great history and partisan pleading, a scientific truth and the claims of a charlatan, the inspiration of Donatella's St. George and the crudities of the comic supplement, a noble piece of music and a cheap appeal to the senses. It is through persistent emphasis upon these ideas, persistent and patient pursuit of these purposes that we desire to maintain the A.B. courses as most likely to prepare the student for a life that shall be in the best sense, humane, urbane, a satisfying expression of the best." (H. Sophie Newcomb Memorial College.)

[21] *Bowdoin College:* group electives in government, fine arts, sociology, etc.

[22] *Bates College:* group electives in education, fine arts, etc.

[23] *Colby College.* Electives include journalism and art.

[24] *Goucher College:* majors in social science and education.

[25] *Johns Hopkins University:* alternatives in special course preparatory for School of Hygiene.

[26] *Amherst College:* orchestra an alternative elective.

[27] *Harvard University.* Elections available in theology, education, law, medicine, engineering, etc.

[28] *Radcliffe College.* Not more than five courses may have vocational content. Radcliffe recognizes validity of the doctrine of equivalents by granting the degree of associate in arts (A.A.) which is accorded all privileges of the A.B. by Harvard Graduate School and by the Public School Board of Boston for promotion purposes.

[29] *Smith College.* "The major subject of the two upper years must be one which has been taken in Freshman or Sophomore year or in both. The selection of the major subject is the most important decision which the student is asked to make. It determines the character of the two upper years. This question, therefore, should be kept in mind from the beginning. The work of the earlier years should be so distributed among the different groups that the student may acquire such knowledge of the various fields of study and of her own tastes and capabilities as will enable her to choose wisely the subject in which she is to concentrate her effort in the Junior and Senior years of her course."

[30] *Mount Holyoke.* "Since the choice of a major and minor must be based upon the student's experience in her required and elective courses, she should make her choice among the required subjects and select her electives in the Freshman and Sophomore years thoughtfully with reference to discovering her special aptitude for concentrated work in the major and minor subjects.

"The choice of electives in the junior and senior years should be considered with reference to the broadening of knowledge and, to some extent, with reference to supporting and rounding out the courses in the major and minor fields of study."

[31] *Tufts College.* "Students who desire to begin preparation for a definite vocation may arrange continuous courses of study leading to the degree of B.S. or A.B., which will combine special fitness for a chosen field with the general training which every educated person should have."

"A secretarial course leading to a degree includes 15 semester hours of office technique."

[32] *Rutgers College.* Liberal courses, B.A., B. Letters, "are intended to meet the requirements of a liberal education as a preparation for the duties of citizenship and to lay a broad foundation for the pursuit of advanced studies . . . They are designed to furnish a broad preliminary preparation for the professions of law, medicine, theology, teaching, and journalism . . . The elective studies become increasingly important as the student advances and may be so chosen as either to extend further his training for the higher branches of learning or to fit him more particularly for the pursuit of some special vocation."

[33] *Princeton University:* cultural even in Department of Music; a few electives have vocational utility.

[34] *Wells College:* practical music required elective.

[35] *Hamilton College.* In a few fields, minor electives have vocational utility.

[36] *Barnard College:* woman's college of Columbia University. Entrance requirements and standards of scholarship are the same as at Columbia University. The degree of bachelor of arts is conferred upon its graduates by the university on the recommendation of the faculty of Barnard College. (1) After two years of specified work in Barnard College, a student may transfer to the School of Business in Columbia University and, after two years of designated work receive the degree of B.S.; (2) journalism: after two years of collegiate work in Barnard College; (3) medicine: after collegiate work in Barnard College; (4) music: courses in Columbia open to Barnard College counted toward Barnard degrees; (5) education: same as music above; (6) practical arts: after two years' in Barnard College amounting to sixty semester hours, students can transfer to the School of Practical Arts of Teachers College of Columbia University and receive from Columbia University the degree of bachelor of science after taking two years (sixty semester hours) of professional and cultural courses; (7) physical education: same as (6) above; (8) social work: for students in Barnard College preparing for social and philanthropic work; courses accepted by Barnard College from Columbia University and the New York School of Social Work for Barnard A.B., which courses are also, after graduation, accepted for advanced standing for the professional degrees of the New York School of Social Work.

[37] *New York University:* aim: A sound college education and, if desired, a thorough preparation for business or for certain of the professions. The A.B. student may take thirty-two points of professional units. The B.S. student may take as many as sixty-four points of professional subjects. Major is twenty points: minor, twelve points. A.B. students must elect a major and at least one minor in the cultural group; all other students may elect the major in either cultural or professional subjects. The classification of cultural subjects includes economics, sociology, geology, fine arts, dramatic arts (minor only), and music. Electives in professional subjects shall have direct bearing on the student's majors or minors, and the elective courses selected must have the approval of the dean. (1) College commerce course: Leads to degree of B.S. Sixty-four points, or two years' work, may be in commercial course, including a major and a minor; students completing this course may obtain the degree of M.B.A. from

the Graduate School of Business Administration in one additional year; (2) college journalism course: same as (1) above; (3) college education course: leads to B.S.; aim: To prepare students to teach academic subjects; (4) college art course: A.B. or B.S.; four years' course planned for students who desire a liberal education as well as instruction in drawing, painting, and modeling; (5) the four-year music course (Mus.B.) is designed to give the music student the broadest equipment for his future professional work; it may be pursued either along the lines of study in musical composition or practical music (conducting or instrumental work), or by combining both of these studies.

[38] *Vassar College:* eight hours of practice in art; eight hours of applied music; eight hours of English speech; one hour of bibliography. In addition, one hour required in English speech may be counted within the minimum requirement of 126 hours, provided that the total elective hours of credit in these courses shall not exceed eight.

[39] *University of Rochester.* "The college aims to furnish a liberal education rather than to train specialists. It is widely acknowledged that a general culture offers the best basis of broad knowledge and discipline on which to build a thorough special training. The curriculum is so arranged, however, that students who wish to do so may gain the bachelor's degree (A.B.) by the election of many studies which contribute to their later professional work.

"Theology, Law, and Journalism are professions in which such early specialization is least desirable. A broad knowledge, particularly in lines not closely akin to later work, is here of supreme importance. The best preparation will be secured by a generous election of work in philosophy, history, economics, literature, and science. For certain other professions early specilization has some advantages."

Here follow offerings in education, medicine, engineering, chemistry, etc.

[40] *Union College:* courses classical except a few electives.

[41] *Trinity College* (North Carolina): aim of A.B. course: "To give students such training in certain fundamental subjects as is essential for intelligent, educated citizens and at the same time to provide for them the opportunity for as wide an election as possible of courses of study interesting and practically helpful to them because congenial to vocations they plan later to pursue." Seven groups are described: Group 3 is Religious Training. "This group is designed for students who enter college with the purpose of adopting the ministry or other religious or social welfare work as a vocation after graduation."

[42] *Wake Forest College:* vocational electives accepted for limited hours.

[43] *Western Reserve University and Adelbert Women's College:* majors in economics, education, political science, sociology. "For students who desire special training for business a plan has been arranged, including the elements of a liberal education and the fundamental courses in business training."

"Programs may be classified in two main groups; first, the professional programs which aim to give definite preparation for specific professions; and second, the non-professional programs which do not aim to prepare for responsibilities outside of the home. In all groups of courses it has been the purpose to offer a large proportion of the liberal or cultural subjects rather than to train highly specialized technicians."

Home economics, foods and household administration may be elected as early as the freshman year. The non-professional course is adapted to those who wish to devote the major part of their time to work in academic fields, but who also wish to take more courses in foods, clothing, and household management than are permitted for the degree of bachelor of arts. This group receive the degree of B.S.

[44] *Oberlin College:* a major in music, fine arts, economics, or education. Students who wish to combine work in the College of Arts and Sciences and work in the Conservatory of Music have three possibilities: (1) a four years' course with a major of twenty-four to thirty-six hours in music, degree A.B.; (2) a five years' course with a major in music leading to A.B. and certificate in music; (3) a six years' course leading to A.B. and Mus. B.

[45] *Reed College.* "The aim of Reed College is to prepare the student for active and useful citizenship by awakening in him an appreciation of his personal responsibility in the direction of all his activities, individual and social, by strengthening in him the capacity for forming sound, independent judgments based upon adequate information, and in particular by bringing him to recognize the essential unity of the interests of all mankind; to fit him to enter upon the preparation for his professional career with the wide outlook which proceeds from some understanding of the major fields of human endeavor and a recognition of their interdependence; to disclose to him the source of a rich and contented private life in the development of the power of discrimination and of a sense of the fitness of things." Such groups are offered as: "Man's Social and Biological Heritage," and "Contemporary Civilization."

[46] *Haverford College.* "In addition to a general course in arts or in science, by proper choice of electives more specialized courses can be taken in preparation for professions."

[47] *Swarthmore College:* group electives in art, economics, education, engineering, geology, law, and political science.

[48] *Washington and Jefferson College:* aim: humanistic — economics, history, and political science are classified as humanities.

[49] *University of the South:* group electives in civil engineering.

[50] *Rice Institute.* The general course leading to the degree of B.A. has been arranged to give thorough training to those students who are seeking university instruction in literary and scientific subjects either as a part of a liberal education or as preliminary to entering upon a business or professional career. "These programs have been so arranged as to offer a variety of courses in arts, science, in letters and in their application to the various fields of engineering, architecture, and other regions of applied science, leading after four years of undergraduate work to the degree of Bachelor of Arts."

[51] *Randolph-Macon College:* electives in economics and education.

[52] *Randolph-Macon Women's College:* electives in music, art, and education.

[53] *Whitman College:* electives in education and household economics.

TABLE 61

RECOGNITION OF VOCATIONAL SUBJECTS IN COLLEGES OF LIBERAL ARTS — PUBLIC INSTITUTIONS

Key to Vocational Electives within Degrees:
1. A.B. with combined professional courses.
2. B.S. with combined professional courses.
3. Hours of professional courses credited toward A.B.
4. Hours of professional courses credited toward B.S.
5. Number of explanatory note following table.

Institution	*Degrees granted*								*Vocational electives within degrees*				
	A.B.	*B.S.*	*Ph. B.*	*B. Mus.*	*A.B. in Mus.*	*Spec. Ed. deg.*	*Other Spec. degrees*	*Two-yr. dip.*	*1*	*2*	*3*	*4*	*5*
1. Alabama Polytechnic Inst.	..	×	..	..	..	..	..	..	..	..	40	..	..
2. Alabama College	×	×	..	×	..	×	..	×	..	..	20	20	1
3. University of Alabama	×	..	..	..	..	..	..	..	..	..	20	..	..
4. University of Arizona	×	×	..	..	..	..	..	..	×	×	30–55	..	2
5. University of Arkansas	×	×	..	×	..	..	..	×	..	..	27	27	3
6. University of California	×	×	..	..	..	..	..	..	×	×	36	36	4
7. University of Colorado	×	×	..	..	..	..	..	..	×	×	Major	Major	5
8. University of Delaware	×	×	..	..	..	..	..	..	×	×	Major	Major	6
9. University of Florida	×	×	..	..	..	..	..	..	..	..	18	18	7
10. Florida State Coll. for Women	×	×	..	..	..	..	..	×	..	..	4	4	..
11. University of Georgia	..	×	..	..	..	×	..	×	..	..	Major	Major	..
12. University of Idaho	×	×	..	..	..	×	..	×	..	..	Minor	Minor	..
13. University of Illinois	×	×	..	..	..	..	..	..	×	×	Major	Major	8
14. University of Indiana	×	×	..	×	..	..	..	..	×	×	Major	Major	..
15. University of Iowa	×	×	..	×	..	..	..	..	×	×	Major	Major	9
16. University of Kansas	×	×	..	..	..	..	..	..	×	×	15	15	10
17. University of Kentucky	×	×	..	..	..	..	..	..	×	×	30	30	11
18. University of Louisiana	×	×	..	..	..	..	..	..	×	×	Major	Major	12
19. University of Maine	×	×	×	..	..	..	..	..	×	×	30	30	..
20. University of Maryland	×	×	..	..	..	..	..	..	×	×	20	20	13
21. University of Michigan	×	..	..	..	..	..	..	..	×	×	40	40	14

22. University of Minnesota	×	×	..	..	×	..	..	..	×	×	Major	Major	15
23. Miss. State College for Women	×	×	..	..	×	..	..	×	..	..	42	42	..
24. University of Missouri	×	..	..	..	..	..	..	..	×	×	9	..	16
25. University of Montana	×	..	..	..	..	..	..	..	..	..	40	53	17
26. University of Nebraska	×	×	..	×	..	..	..	..	×	×	Major	Major	18
27. University of Nevada	×	×	..	..	..	..	..	..	×	×	Major	Major	19
28. University of New Hampshire	×	×	..	..	..	..	..	..	×	×	Major	Major	20
29. State Univ. of New Mexico	×	..	..	..	..	..	..	..	×	..	Major	Major	..
30. Hunter College of City of New York	×	×	..	..	..	..	..	×	..	..	Minor	Minor	21
31. Univ. of North Carolina	×	..	..	..	..	..	..	..	..	..	Major	..	22
32. North Carolina College for Women	×	×	..	..	..	..	..	..	..	..	Major	Major	..
33. Univ. of North Dakota	×	×	..	..	..	..	..	..	×	×	40	40	23
34. Municipal Univ. of Akron	×	×	..	..	..	..	..	..	..	..	Major	Major	..
35. Ohio University	×	×	..	×	..	..	..	..	×	×	30	30	24
36. University of Cincinnati	×	..	..	..	..	..	..	..	×	..	Major	Major	..
37. Ohio State University	×	×	..	..	..	..	..	..	×	×	Major	Major	..
38. Miami University	×	×	..	..	..	..	..	..	×	×	42	42	25
39. Toledo University	×	×	..	..	..	..	..	..	×	×	40	40	26
40. Oklahoma Coll. for Women	×	×	..	×	..	..	..	×	..	..	Major	Major	..
41. University of Oklahoma	×	×	..	..	..	..	..	..	×	×	32	32	27
42. University of Oregon	×	×	..	×	..	..	..	..	×	×	Major	Major	28
43. University of So. Carolina	×	×	..	..	..	..	..	..	..	..	Major	Major	..
44. University of So. Dakota	×	..	..	..	..	..	..	..	×	..	36	..	..
45. University of Tennessee	×	×	..	..	..	×	..	..	×	×	..	..	..
46. University of Texas	×	..	..	×	..	×	..	..	..	×	..	..	..
47. University of Utah	×	×	..	..	..	..	..	..	×	×	45	45	..
48. University of Vermont	×	×	..	..	..	×	..	..	×	×	Major	Major	29
49. University of Virginia	×	×	..	..	..	×	..	..	×	×	..	..	..
50. Coll. of William and Mary	×	×	..	..	..	..	..	..	..	..	..	..	30
51. University of Washington	×	..	..	..	..	..	..	..	×	..	36	..	31
52. West Virginia University	×	×	×	..	..	×	..	..	×	×	36	..	32
53. University of Wisconsin	×	×	×	×	..	..	..	..	×	×	20	20	..
54. University of Wyoming	×	..	..	×	..	×	..	..	×	×	48	48	..
Totals	52	43	3	11	2	9	..	8	36	33	..	..	..

[1] *Alabama College:* aim: "To give the student a general cultural education and to provide for the selection of a major academic subject in which the student has a special interest."

[2] *University of Arizona.* "The four-year courses of study in commerce are intended to meet the needs of those persons who desire to fit themselves, by a combination of liberal culture and professional studies, for positions as executives, as accountants, as industrial technicians, as secretaries, as public officials for consular service."

[3] *University of Arkansas:* for B.M., majors and minors from practical music — piano, pipe organ, violin, and voice. Choral singing offered as elective. Aim: "To afford the student an opportunity to gain a broad cultural education, as well as to equip himself for further study in more technical fields."

[4] *University of California.* Thirty-six units completed in upper division (of which twenty-four shall constitute the major) may be in art, education, agriculture, music, household science, library science, etc., etc. If one year of an acceptable professional curriculum is offered by the student as a part of his program for the A.B. degree, this is considered to fulfil the requirements of the major. The B.A. degree is granted with a major in music in which harmony, history of music, and vocal or instrumental technique or choral practice are recommended.

[5] *University of Colorado:* aim: "A group system so arranged that the first two years in the college of Arts and Science provide alike a foundation for more advanced work along University lines and a sound preparation for courses in technical and professional schools. This latter phase of the plan is in accordance with the growing conviction that the college course must do its part in the genuine preparation of students for a vocation, as well as offer every opportunity for the acquiring of a liberal education in the most enlightened sense of the word."

[6] *University of Delaware:* includes preministry; premedicine, prelaw. "Through a proper selection of courses of study in certain fields, a student may (1) obtain an adequate foundation of study after graduation in preparation for professional or business life; or (2) through a greater amount of specialization than is implied in the foregoing plan, fit himself for immediate usefulness in the fields of secondary education, business, chemistry, biological science, and public service. In the organization and administration of the following curricula, the School of Arts and Science recognizes as its fundamental aim the following: (1) to give instruction in those subjects a study of which is essential to the highest type of citizenship; (2) to discover and stimulate the special aptitudes and interests of students; (3) to lay the foundation for later professional specialization; and (4) to give the technical instruction necessary in preparation for certain occupational careers."

[7] *University of Florida.* "The purpose and aim of the College of Arts and Sciences is to impart culture and refinement, to train the mind and to strengthen the intellect, to build up ideals and to strengthen character, to enlarge the vision, to ennoble the thoughts, to increase the appreciation of the beautiful and the true, to add charm to life and piquancy to companionship, to make a man a decent fellow, a useful citizen, an influential member of society in whatever community he may be thrown, in whatever field his life course may be run."

Agriculture, economics and business administration are included in the subjects of study, with a possible major of eighteen semester hours in any one of those three fields.

[8] *University of Illinois.* Sixteen hours of music from the School of Music (eight of which may be practical music) may be credited toward the A.B. degree. Aim: "To offer a liberal education including both the humanities and sciences,

to offer professional and technical opportunities for preparation; to combine the B.A. degree course with a professional course in law or medicine, or a technical course in engineering; to provide highly specialized curricula in applied science, journalism and home economics."

[9] *University of Iowa.* Thirty hours in music will be accepted toward the A.B. degree; not over fifteen hours may be practical music. Aim: "To make preparation broad and liberalizing without scattering of energies. Special courses also aim to prepare for a special life work. Combined courses lead to A.B. or B.S. and later to a professional degree."

"The aim of the college during the first two years is to train the student in various types of fundamental courses, thus enabling him to lay a foundation for training in some special field during his junior and senior years, either in a professional school or in a major department of the college itself."

[10] *University of Kansas:* includes music, fine arts, etc.

[11] *University of Kentucky:* aim: "A liberal education and the training of men and women for a successful career in the journalistic profession, etc."

[12] *University of Louisiana.* "The work in the college of Arts and Sciences is planned so as to give a broader training than that of the strictly classical courses of earlier days, and at the same time to avoid the narrowness that has sometimes resulted from the excessive specialization of later times. With this end in view, certain courses in fundamental branches of knowledge which are regarded as essential to a liberal and efficient education are required of all candidates for a degree. This required work is generally completed in the first two years of the college course. All subjects beyond this prescribed work are electives."

[13] *University of Maryland.* ". . . affords the student an opportunity to acquire a general education which shall serve as a foundation for success in whatever profession or vocation he may choose. In particular it prepares the way for the learned professions of law, medicine, theology, teaching, and even the more technical professions of engineering, public health service and business administration."

[14] *University of Michigan.* "The curriculum for social work is designed to meet the increasing demands for trained persons in the various fields of public and private philanthropy, such as Associated Charities or Family Welfare Agencies, Public Welfare Departments, Hospitals, Medical and Psychiatric Clinics, Child Welfare Societies, Industrial Welfare Departments of Factories and Stores, Recreation Commissions, Settlements, Civic Leagues, Chambers of Commerce, Research Bureaus and many other organizations of similar or allied purpose." As a type of organization: "The curriculum in Forestry is organized as a special program of study in the College of Literature, Science and the Arts, and leads to special degrees (Bachelor of Science in Forestry and Master of Science in Forestry)."

[15] *University of Minnesota.*

B.A. General Course:

Aim: Specialized training with breadth of foundation and liberal culture.

Group electives: architecture, music, economics.

Major sequences: architecture, economics, music.

Election of subjects in other colleges or schools: Senior year, six credits on approval.

Bachelor of Arts with a major in music:

Aim: Well-rounded cultural course combined with practical work.

Entrance requirements: Examination in practical music. This applies also to academic juniors and seniors who wish to elect courses in practical music. Students who do not pass may register for the freshman theoretical subjects and for a sub-freshman course in practical music.

B.S. Four-year course in Americanization training. Requirements: economics, electives, home economics.

B.A. Five-year course of training for diplomatic and consular service.

B.S. The two-year course for medical technicians will fit the student for specialized work as laboratory or chemical technician.

B.S. A five-year course of training for municipal administration and engineering.

B.S. A four-year course in preventive medicine and public health "to train men and women for laboratory, field, and administrative work in public health" and "to undertake sanitary surveys and inspections and to perform the chemical and bacteriological examination of water, sewerage, foods, milk, excretions and blood." To meet constant demand "by federal, state, and municipal boards of health, as well as by certain private enterprises."

B.S. A four-year course in social and civic work, "in response to a demand for technical training for professional service."

[16] *University of Missouri.* "The College of Arts and Sciences aims to afford it students a liberal education in the humanities and sciences, and it also offers excellent opportunities to students preparing to enter the schools of Education, Law, Medicine, Journalism, or Business and Public Administration. In two years the student may receive the 60 hours' credit necessary for admission to these professional schools. The elective system in the college enables him without difficulty to take such specific subjects as may be prescribed as a part of the 60 hours required for admission." Electives to the extent of nine hours from professional schools may be offered by candidates not taking a combined course.

[17] *University of Montana.* "The College of Arts and Sciences aims primarily to give the student a liberal education while at the same time giving him special training in some chosen field of work. For this purpose it has adopted a flexible curriculum. The student must select a major department in which he must obtain from 40 to 55 credits, and he must also get acquainted with the other fields of liberal education. For this purpose the student is required to take courses in each of the larger divisions, included under Liberal Arts: Geology, Geography, Economics, History, Political Science and Sociology."

Not more than twenty-seven credits in music are allowed for the A.B. degree.

[18] *University of Nebraska.* "Purpose: The oldest college in the University and at one time the University itself, the College of Arts and Sciences, has a purpose as fundamental as education itself. Its various departments enable the student to make an elementary or highly specialized study in nearly all the fields of intellectual endeavor. It recognizes the fact that every educated person must have a broad outlook and liberal culture before he is fully fitted today for either professional life or public service. Hence, its curriculum requires that each student in the college, before he can be a candidate for a degree, have some acquaintance with the better known divisions of human knowledge. At the same time the college recognizes the fact that a certain degree of specialization, for the sake of the discipline gained by work in a field in which one is interested and by an amount of self-direction, is necessary for the strengthening of the powers of judgment, accuracy and initiative. Moreover, the college is fully aware that nearly all, if not all, subjects have a practical as well as a disciplinary value. They not only train the mind so that it may later grapple with the problems of living, but also enter largerly into the problem. This vocational side of an education has not been lost sight of."

"*Professional Course in Medical Social Work.* The following four-year course is arranged for students who desire to prepare themselves for social work in hospitals and dispensaries. It leads to the A.B. degree in the College of Arts

and Sciences and prepares the students to enter the field as trained medical social workers. It also lays the foundation for a further year of graduate work leading to a Master's degree, in which case research for the thesis is done in connection with the College of Medicine. In the Senior year, practice work is arranged under the supervision of the Medical Social worker of the University College of Medicine in Omaha, for a period of six weeks in each semester. The required field work may also be done through a twelve-weeks period during the summer, or it may be divided between six weeks during the summer and six weeks during one semester of the senior year."

Similar statements to the above are made in the college catalogue for public service courses, and for technical or professional courses, in chemistry, geology, geography, physical education, and athletics.

[19] *University of Nevada:* aim: "(1) to lay a foundation for the professions, both learned and technical, and (2) to increase knowledge in and sympathy with the broader and cultural aspects of life."

[20] *University of New Hampshire.* The general liberal arts course provides a general college training which especially prepares for citizenship, secondary school teaching, business, or graduate study.

[21] *Hunter College of the City of New York:* music major possible in addition to music minor.

[22] *University of North Carolina:* A.B. aim: To provide a general, well-rounded, liberal education.

A.B. in Humanities. Economics is a requirement in the courses leading to the degree of Bachelor of Arts in Humanities. Aim: "To throw emphasis upon studies of a more nearly human or personal interest than may be chosen by the candidate for the A.B. degree under the wider elective programs."

[23] *University of North Dakota.* The course in commerce has a twofold purpose: (1) to furnish the cultural elements regarded as necessary to a liberal education, and (2) to give the student a knowledge of the principles underlying all lines of business with special training for particular business callings. It does not propose to take the place of actual experience, but it does propose to put young men and young women in a position to pursue successfully a business career.

Graduation. Upon completion of the prescribed work and a sufficient number of electives to make 125 semester hours' credit, the student will be graduated and will receive the degree of bachelor of arts (A.B.) with the specification "Course in Commerce."

[24] *Ohio University:* training for business: "The successful business man of tomorrow will be the man with the vision. A college education in the liberal arts — in history, literature, foreign languages, and science, supplemented by studies in commercial law, accounting and economics, will produce not only a proficient man of business, but a man of great value to himself, family, and community. At Ohio University a student may prepare for a business career by taking an A.B. in Commerce . . . A student can meet the requirements of the A.B. course and at the same time during his four years elect enough electrical or civil engineering work to fit himself for practical activity in these departments."

[25] *Miami University.* "Special Programs of Study: For the guidance of students who have more or less decided on their future occupation, the following correlated courses leading towards certain lines of work are provided. Towards the close of the freshman year, students, in consultation with advisers, are asked to choose some special program of study and to prepare a conspectus of their work for the whole period of their college course. The election at this time is, of course, not final; it may be changed later, if thought best, by the student or by his adviser."

[26] *Toledo University.* The aim of the junior college is to acquaint students with their modern urban environment as well as to introduce them to the important lines of human thought and endeavor with which the students of the senior college deal more intensively. For the A.B. course: A major of eighteen semester hours of work in arts or professional course of one department and two minors, of twelve hours each in art or professional course in other departments, provided that at least a major and two minor studies have been taken in the College of Art and Science.

[27] *University of Oklahoma.* "*College of Fine Arts:* Students who are candidates for the degree of Bachelor of Arts and for a degree in the College of Fine Arts may count towards the Bachelor of Arts degree not more than 30 hours from the history and theory of Music, the history and theory of art, and applied art, provided that not more than 12 hours in applied art may be so counted."

"*Schools in the College of Arts and Sciences.* In addition to the general elective courses, the Colleges of Arts and Sciences include three schools: namely, the School of Home Economics, the School of Journalism, and the School of Social Service."

The University also maintains separate schools such as business, education, law, and medicine. These separate schools maintain the closest affiliation with the Colleges of Arts and Sciences.

[28] *University of Oregon.* The College of Literature, Sciences and the Arts is comprised in part of the following departments:

Drama and the Speech Arts	Mechanics and Astronomy
Economics	Medicine
Geology	Political Science
Household Arts	Pre-Engineering

Students registering in the College of Literature, Sciences and the Arts must choose a major in one of the above departments and proceed through a four-year course of study to the degree of bachelor of arts or bachelor of science. The departments of the college also contain numerous service courses in liberal arts subjects not only for their own major students, but for those in other departments and in the professional schools.

[29] *University of Vermont.* These curricula are designed to meet the needs of those who desire a liberal education as a basis for professional and technical studies and as a preparation for a broader outlook and a greater usefulness in after life. In particular they offer the prospective teacher in the secondary schools the necessary equipment in the subject which he expects to teach, except agriculture and home economics.

[30] *College of William and Mary:* six credits offered for student activities, year book, bible courses, etc.

[31] *University of Washington.* Thirty-six hours may be in professional schools outside of College of Liberal Arts.

[32] *West Virginia University:* B.S. conferred only in combined professional courses. Twenty-four hours from professional schools may count on liberal arts course. There are also special courses in commerce and journalism, and a new course in humanities leading to special degrees of bachelor of arts; in chemistry, chemistry-commerce, pharmacy, medicine, industrial education and applied arts, and physical education, leading to the degree of B.S.; in music, leading to the degree of bachelor of music; and for normal school graduates leading to the degree of bachelor of philosophy. There are two general courses in the College of Letters and Science: one leading to the degree of B.A., in which foreign language is a required study; the other leading to the degree of bachelor of philosophy (general course), in which other required studies take the place of foreign languages in whole or in part.

TABLE 62

GRADUATION REQUIREMENTS FOR SPECIAL BACHELOR OF ARTS DEGREE — PUBLIC INSTITUTIONS

Institution	*Grad. credits*	*Types of curricula*
1. University of New Hampshire	144	Architecture
2. University of North Carolina	120–124	Humanities
	120–124	Humanities
3. University of North Dakota	125	Economics and Political Science
	125	German language and literature
	125	English language and literature
	125	American history
	125	European history
	125	Journalism
	125	Latin
	125	Mathematics
	125	Music
	125	Philosophy and psychology
	125	Philosophy
	125	Psychology
	125	Religion
	125	Scandinavian language and lit.
	125	Sociology
4. University of Georgia	126	Applied psychology
	125–142	Romance languages
	126	Fine arts
	126–130	Normal art
	124–132	Journalism
	128–142	Sociology
5. University of Texas	120	Classical or Greek and Latin groups
	120	English comp. and public speaking
	120	Pure and applied mathematics
	120	Spanish, French, German
	120	Economics
	120	Journalism
	120	Music
	120	Physics
	140	Preparatory medicine
	120	Natural science
	120	Preparatory medicine
6. University of Akron	125	Spanish language and literature
	128	Greek and Latin
	128	Latin
	128	German and French
	128	Romance languages
	128	Sociology
	128	Economics and political science
	128	History
	128	English

TABLE 62 — *continued*

Institution	*Grad. credits*	*Types of curricula*
7. Ohio University . . .	122–124	Commerce
	124–125	Music
8. University of Cincinnati . .	152	Education
	160	Program I
	154	Program II
	162	Program III
	152	Program IV
9. Oklahoma College for Women	124	Music
	124	Oratory
10. University of Oklahoma . .	124	Fine arts
11. University of Oregon . .	126–156	English
	128–138	English writing
	139.3–36	History
	124–132	Latin
	128–135.3	Mathematics
	126.6–130.6	Political science
	120	Professional psychology
12. Hunter College of City of New York	125	Language and history
	125	Biology or geology
	125	Premedical
13. College of William and Mary	126	Government
14. State College of Washington .	135	Fine arts
	133.4	Speech
15. University of Wisconsin . .	120	Philosophy
	128	Humanities
	120	Journalism
16. University of Delaware . .	122	Biological science
	130	Premedical
17. University of Colorado . .	124	Physics
	124	Botany
	124	Zoölogy
	124	Geology
	124	Mineralogy
18. University of Michigan . .	120	Dental surgery
	120	Medicine
19. Mississippi State College for Women	140	Physical education
20. University of Florida . . .	126	Pharmacy

Semester Hours Required for Graduation

Minimum	120
Median	125
Maximum	162

TABLE 63

GRADUATION REQUIREMENTS FOR SPECIAL B.S. DEGREES — PUBLIC INSTITUTIONS

Institution	*Units for graduation*	*Types of curricula*
1. Alabama College	136	Art with education
	136	Art
	136	Commercial art
	127.2–128	Secretarial course
	136	Industrial science
2. University of Colorado	186	Journalism
	144	Nursing
	186	Pharmacy
3. Connecticut Agricultural College	120	Psychology
	120	Botany
	120	Mathematics
	120	Zoölogy
	160	Veterinary medicine
	120	Bacteriology
	120	Physics
	160	Economics and sociology
4. Georgia School of Technology	193	Architecture
	145	Commerce
	176	General science
5. University of Illinois	130	Athletic coaching
	130	Bachelor of Music
	130	Physical education for women
	142	Ceramics
6. Indiana University	124	Astronomy
	124	Botany
	124	Economics and sociology
	124	Physics
	124	Geology
7. University of Kansas	140	Architecture
8. Kansas State Agricultural College	143	Architecture
	143	Landscape architecture
	138	Public school music
	136	Voice
	136	Piano
	138	Violin
	138	Industrial journalism
9. Louisiana State University and A. and M. College	144	Music
	144	Geology
10. University of Michigan	120	Park management
	120	Athletics and school health
	120	Physical geography
	120	Economic geology: Forestry
	120	Physics

TABLE 63 — *continued*

Institution	*Units for graduation*	*Types of curricula*
10. University of Michigan (*Continued*)	120	Nursing
	120	Medicine
	120	Economic geology and metals
	120	Pharmacy
	125	Pharmacy
	132.5	Entomology
	140	Architecture
11. University of Minnesota	120	Social service work
	120	Physical education
12. Montana State College of Ag. and Mechanical Arts	158.6	Secretarial
	140.6–141	Applied science
	145	Entomology and zoölogy
	157.6	Botany and bacteriology
13. State University of Montana	186	Forestry
	120	Botany
	120	Stratigraphy and paleontology
	120	Science
	180	Industrial government
	180	Pharmacy
14. University of New Hampshire	144	Agriculture
	144	Industrial course
15. Hunter College of City of New York	125	Psychology
	125	Mathematics
	125	Biology
	125	Geology
16. North Carolina College for Women	120	Music
17. North Dakota Agricultural College	161.3	Agriculture
	150	Science and literature
18. University of Oklahoma	138–140	Journalism
19. University of North Dakota	125	Biology
20. University of Akron	128	Mathematics
	128	Physics
	126	Biology
21. Ohio State University	124	Applied geology
	126.7	Fine arts
	126.7	Physics
	154	Architecture
22. Oklahoma Agricultural and Mechanical College	140.7	Music
	140	Architecture
	138.7	General literature
	138.7	Physics

TABLE 63 — *continued*

Institution	*Units for graduation*	*Types of curricula*
23. Oregon Agricultural College	138	Forestry
	138	Logging
	138	Lumber manufacture
	138	Military science and tactics
	138	Bacteriology
24. University of Oregon	134	Botany
	138	Dramatic speech
	134.7	Economics
	136.7	Public service
	128–138	Military science
	138–140	Architectural structure
	136	Public Library training
	128–134	Special geology
	134	Geology
	130–136	Special geography
	126–132	Physics
	126	Zoölogy
	132.7–134.7	Radio physics
25. Pennsylvania State College	150	Landscape architecture
	153	Architecture
	136	Clothing, textiles
	146	Science
	156	Forestry
	134	Industrial administration
	153	Botany
	145	Physics
	146	Premedical
26. Clemson Agricultural College	165	Architecture
	166–66	General science
	140	Pharmacy
27. University of Texas	132	Architecture
	179	Architecture
	172.5	Architectural structure
28. Agricultural and Mechanical College of Texas	124	Literary interpretation
	124	Music
	124	Public school music
	195.5	Veterinary medicine
	136	Pharmacy
29. University of Virginia	126	Special subject
	126	Commerce
	126	Architecture

TABLE 63 — *continued*

Institution	*Units for graduation*	*Types of curricula*
30. State College of Washington	129.5	Mathematics
	129.5	Botany
	132.5	History
	133.5	Sociology
	127	English
	135	French and Spanish
	135.5	German
	137.5	Pharmacy
	129.5	Physics
	132.5	Economic biology
	139	Veterinary science (D.V.M.)
	136.6	Zoölogy
	136	Journalism
	125.5–131.5	Bacteriology
31. University of Washington	126.7	Biological science
	126.7	Journalism
	126.7	Textile, clothing and fine arts
	126.7	Military science
	126.7	Nursing
	126.7	Food and nutrition
	126.7	Mathemtaics
	152	Industrial
	126.7	Bacteriology
	126.7	Science
	126.7	Physics
32. Mississippi State College for Women	140	Physical education
33. Purdue University	154	Forestry
	177.7	Botany
	158.7	Bacteriology
	155.5	Pharmacy
34. Alabama Polytechnic Institute	136	Architecture
	161	Pharmacy
35. University of Nebraska	125	Architecture
	125	Vocational
	125	Geology
36. University of Alabama	151.5	Industrial management
37. State University of Iowa	120	Physical education
38. No. Carolina State College of Agriculture and Engineering	146	Textile manufacturing
39. University of Kentucky	140.6	Geology
40. Miss. A. and M. College	146	I. General science
	146	II General science
41. Michigan State College of Agric. and Applied Science	128	Applied science

TABLE 63 — *continued*

Institution	*Units for graduation*	*Types of curricula*
42. New Mexico College of Agric. and Mechanical Arts	128	General science
43. University of Idaho	128	Nursing
	140	Geology
44. Rhode Island State College	136	Biology
45. University of Utah	141.3	Pharmacy
46. University of Cincinnati	132	Science
47. University of Tennessee	135	Bacteriology
	135	Botany
	135	Entomology
	135	Geology
	135	Zoölogy
48. University of South Dakota	129–137	Medical
49. University of Mississippi	130	Pharmacy
50. West Virginia University	136	Public health
51. College of Industrial Arts (Texas)	124	Bacteriology
52. University of Wisconsin	120	Pharmacy
53. Virginia Polytechnic Institute	144.3	Geology
	145	Biology
54. South Dakota State College of Agric. and Mechanical Arts	134.6	Pharmacy

Semester Hours Required for Graduation

Minimum	120
Median	134
Maximum	195.5

TABLE 64

GRADUATION REQUIREMENTS FOR SPECIAL A.B. DEGREE — PRIVATE INSTITUTIONS

Institution	*Units prescribed*	*Types of curricula*
1. Wesleyan University	125	Ph.B.
2. Emory University	125	Ph.B.
3. Drake University	120	Bachelor of Sacred Lit.
	126	Prelegal

TABLE 64 — *continued*

Institution	*Units prescribed*	*Types of curricula*
4. Grinnell College . . .	120	Prebusiness
	120	Journalism
	120	Preteaching
	120	Prespecial education
	120	Pretheology
	120	Music
	120	Preagriculture and forestry
	120	Preëngineering
	120	Premedicine
5. Cornell College . . .	124	Journalism
	124	Law
	124	Preministry or Christian service
	124	Preëngineering
	124	Prearchitectural
	120	Premechanical
	124	Premedicine
	124	Premining
6. Wake Forest College . .	134	Law
7. Reed College	128	Science group
	128	Language and letters
	128	Natural science
8. Lafayette College . . .	148	Law
9. Haverford College . .	125	Prelaw
	120	Ph.B.
	125	Preëngineering
10. Converse College . . .	124	Music
11. University of Chattanooga	126	B.B.A.
12. Whitman College . .	120	Music
13. Tufts College	120	Secretary course
14. Dartmouth College . .	122	Preëngineering
15. Wells College	124	Physics
16. Willamette University .	120	Biology
	120	Physics
17. Duke University . . .	126	Preparatory engineering
	126	Premedicine
18. Boston College . . .	128	Philosophy
19. Trinity College (D.C.) .	132	
20. Washington and Lee University	133	Premedicine
21. Johns Hopkins University	125	Premedicine

Semester Hours Required for Graduation

Minimum	122
Median	124
Maximum	148

TABLE 65

GRADUATION REQUIREMENTS FOR SPECIAL B.S. DEGREE — PRIVATE INSTITUTIONS

Institution	*Units prescribed*	*Types of curricula*
1. Colorado College	126	Forestry
2. Trinity College (D.C.)	132	Premedical
3. Trinity College (Conn.)	120	Mathematics and physics
	120	Preëngineering
	120	Premedical and biology
4. George Washington University	140	Architecture
	140	Physics
5. Howard University	106.7	Art
	126.7	Architecture
6. Connecticut College for Women	130	Mathematics
	130	Romance languages
	130	Social science
	130	History and political science
	130	German
	130	Philosophy
	130	Fine arts
	130	Philosophy
	130	Zoölogy
7. University of Notre Dame	141	Architectural design
	142	Pharmacy
8. Cornell College	124	Ministry or Christian service
9. Tulane University of Louisiana	161	Architecture
10. Syracuse University	164	Applied science
	127	Forestry
11. Haverford College	125	Premedicine
12. University of Pennsylvania	203	Architecture
	144	Music
	145.5	Mathematics
13. Carnegie Institute of Technology	124.5	Dress designing
	141	Secretarial studies; English a minor
	148–154	Social work
	155.7	Commercial engineering
	169–173.7	Mathematics
	153	Construction
	150.3	Heating and ventilating
	157.7	Construction and pattern-making
	192	Physics
14. Converse College	124	Physics
	124	Biology
	124	Mathematics

TABLE 65 — *continued*

Institution	*Units prescribed*	*Types of curricula*
15. Rice Institute . . .	121	Social and economic science
16. Brown University . .	120	Engineering
17. Lehigh University . .	139	Engineering and physics
18. Yale University . . .	123	Geology
	133.5	Forestry
	126	General science
	122	Physics and mathematics
	127	Zoölogy and botany
	123	Physical chemistry and bacteriology
	128	Premedical
19. Cornell University . .	120	Hotel executive, engineering
	120	Dietitian; chem. lab.
20. Lafayette College. . .	152	Administrative engineering
	148	Premedical
21. Simmons College . . .	120	School of Social Work
	120	Physiology
22. Wake Forest College . .	128	General science
	128	Preëngineering
23. Catholic University of America	168	Architecture
	168	Premedical
24. Massachusetts Inst. of Technology	168.5	Architectural engineering
	165	Biology and public health
25. Case School of Applied Science	169	Food chem. and colloid chem.
26. Rutgers University . .	157	Ceramics
	155	Economic entomology
	153	Biology and public health
27. University of Chicago .	120	Teaching of chemistry in high school
	120	Pretechnical work
	120	Teaching of chemistry in college
	120	Preparation for Govt. work

Semester Hours Required for Graduation

Minimum	106.7
Median	130
Maximum	208

III SPECIAL BACCALAUREATE DEGREES

Even a casual glance at Tables 60 and 61 will show that the absorption of so great an amount of new vocational material within so short a period of time would overtax the facilities for adaptation of the rather static academic degrees. That the "point of saturation" had been reached, for a period at least, will be made clear by the four tables, 62, 63, 64, and 65. The major portion of the new vocational emphasis has gone normally into the enlarged provisions of the A.B. and B.S. degrees, but the unabsorbed emphasis has expressed itself in a large number of special degrees. No one can read the catalogues of the American colleges to-day without being convinced that the educational leadership of the nation is determined to integrate culture and vocational efficiency. A vocational training without culture, like a percept without a concept, is *blind;* but a cultural training without vocational efficiency, like a concept without a percept, is *empty.*

The confusion of new degrees on the one hand, and of new content for old degrees on the other hand, was a normal result of rapidly changing world conditions. Happily, educational technicians are at the helm, and order and reasonable stability may be expected soon to replace the seeming confusion of the past few years in academic circles.

IV WELL-DEFINED TRENDS

The direction of the currents of future practice is becoming clearly defined. Four distinct trends in practice are:

a. To make the A.B. degree a general cultural degree which provides for *distribution* through well-balanced courses in each of the major divisions of human knowledge, and for *concentration* through a group of interrelated courses to be known as a major field. This major field may cover approximately one-fourth (thirty hours) of the four-year college period, and it may be either vocational in its content or non-vocational, as the student may elect.

b. To abandon the B.S. degree entirely, or to restrict its use to those cases in which the student's major is selected in the filed of the *general*, rathern than the *applied* sciences.

c. To grant a special A.B. degree when the student's major, either in vocational or non-vocational subjects, exceeds one fourth of the four-year college period (thirty hours) and falls within one half of the college period (thirty to sixty hours), provided the major is in the field of the arts.

d. To grant a special B.S. degree when the student's major, either in vocational or non-vocational subjects, exceeds one fourth of the four-year college period (thirty hours) and falls within one half of the college period (thirty to sixty hours), provided the major is in the field of the sciences.

The present-day practice of the most sanely progressive colleges and universities in the United States tends to fall within the four foregoing definitions.

If this is approved current academic practice, what is the practice of Boston University School of Religious Education and Social Service? In answer to this question, it should be recalled that this is a graduate professional school which found it necessary to operate an undergraduate liberal arts college in order to prepare suitably trained candidates for its graduate courses. It is a well-recognized fact that much of the inefficiency of graduate professional schools and of their graduates in the field of practice grows out of the failure of the undergraduate colleges properly to prepare their students for the professional schools. In an earlier section of this report, it was pointed out that the undergraduate requirements of this school preserved all of the recognized offerings of the standard liberal arts college and found a place for definite religious training and an eighteen hour vocation emphasis, not to exceed six hours of which were designed to give technical skill. In other words, this school has for a decade met the academic requirements of the A.B. and B.S. degrees.

The graduates of this school have given good accounts of themselves in the graduate schools to which they have gone

for advanced work, and they have in every other way shown the distinguishing marks of college-trained men and women. They have been handicapped because they wore what seemed to be vocational, rather than cultural degrees. They had earned the A.B. degree. Why did they not receive it?

Sixty colleges in the United States have built a full major in religious education following the standards set by this school. Their graduates receive the A.B. degree; ours receive the B.R.E. degree. Theirs are received into other graduate schools without question; ours need to fight for equitable treatment, and many times fail to get it. In the other departments of Boston University, the discrimination against students from this school is particularly unjust. Why does this school offer an unusual degree? The answer is that ten years ago we represented a comparatively new field; we were taking over two lay-training schools whose academic standing had not been of collegiate grade, and we were related to a college of liberal arts of the conservative New England type. At that time it seemed best to invent two new degrees, the Bachelor of Religious Education and the Bachelor of Social Science, and demonstrate for a few years the ability of the school to maintain approved collegiate standards and ideals. This has been done from the very early years of the school's life. The time has now come to ask the trustees of the university to authorize the granting to graduates of this school of degrees commensurate with the character of the work that the students actually do here.

The degrees suggested as appropriate are:

Bachelor of Arts (A.B.), for students meeting the conditions of group one above;

Bachelor of Arts in Religious Education, for students meeting the conditions of group three above;

Bachelor of Arts in Fine Arts, for students meeting the conditions of group three above; and

Bachelor of Arts in Social Science, for students meeting the conditions of group three above.

V THE RELATIONSHIPS OF DEGREE-RECOMMENDING BODIES

With the liberal arts colleges taking over generous amounts of vocational work and the vocational schools becoming ardent advocates of liberal culture courses, there arises the question as to which group has swallowed the other. Is the merged educational program to be operated by the liberal arts faculty, or may it be, with propriety, operated by the faculty of a professional college? The problem of finding the proper place to vest the right of recommending degrees arises simultaneously with the change in the content of the work represented by the degrees.

Two movements are affecting the internal administration of American colleges and universities. One is the development of isolated colleges or schools, each essentially self-sufficient, and all federated into a family of colleges which constitute the university. Each college would then recommend its own degrees, and it would be quite proper for a number of faculties to offer the same degrees. When colleges of engineering, for example, wished to offer the B.S. degree to their students who had completed the full liberal arts requirements under their own supervision, they were told that the B.S. degree was the exclusive property of the liberal arts faculty. Many of these college of engineering faculties met the claim of patent right privileges by the liberal arts faculties by adding to the words "Bachelor of Science," the phrase "in Engineering," thus creating a new degree. The descriptive phrase has not been added because of any difference in the content, extent, or methodology of the work covered by the degree. The qualifying phrase is a device by which the faculty of the engineering college can escape the penalty of infringement of a copyright held by right of hereditary descent by the faculty of the college of liberal arts. Many of the new special degrees have their origin not in a desire to designate more correctly a specific type of academic work, but rather in a desire to settle a boundary

dispute in diplomatic phraseology. Sooner or later, faculties and administrators must go deeper in their search for the terms of adjusting this problem. Tables 66 and 67 will show that faculties are even now going to the bottom of the problem and frankly facing the necessity of allowing two or more faculties in the same institution to grant the same degree. Harvard, for example, did not feel that it was best to permit two faculties to grant the degree of B.S., but conditions arose that made this course inevitable. Similar conditions have arisen and been solved, just as Harvard solved the conditions in that institution, in twelve colleges and universities with regard to the A.B. degree (see Table 66), and in nineteen colleges and universities regarding the B.S. degree (see Table 67).

The second movement is the development of vocational departments within the senior colleges. This movement is admirably described in the College of Liberal Arts Survey of Northwestern University, pages 83-84, as follows:

"As a matter of fact, it is quite possible that as time goes on the senior college of arts may become divided, more and more, into vocational groups such as business administration, education, social service, the diplomatic service and a score of others. The curricula preparing for these callings may well be organized into schools within the senior college of arts and sciences. If this occurs then the appropriate procedure will be for the college of Arts and Sciences to grant the degrees to the students completing all these curricula on motion of the school faculties directly concerned. The general idea that the degree, Bachelor of Arts, can be granted only where the curriculum has a non-vocational purpose cannot perhaps hold much longer because the number is ever diminishing of those students who complete the course in the College of Arts and have not in mind some fairly specific vocational purpose for their work. In fact the movement to substitute for major and minor sequences in departments some fairly fixed curricula according to the ends which are sought is now gaining headway. When this movement dominates the College of Arts then the Senior College will consist primarily of this wide variety of curricula including teacher training, and the College will then be responsible for issuing diplomas to all those completing any of these curricula."

The first of these two tendencies is operating in Boston University, as is the case in nearly all large universities. In this institution there is a College of Liberal Arts which makes

no effort to provide the specific types of religious and vocational training desired by the School of Religious Education and Social Service for its pupils. It is a typical, high-grade New England liberal arts college — cultural, rather than vocational, in its aims. It is standardized by the New England Association of Colleges and Preparatory Schools.

There is also in this university a graduate professional school that operates an undergraduate liberal arts college in which students can secure during their undergraduate years the type

TABLE 66

INSTITUTIONS OF HIGHER LEARNING IN WHICH MORE THAN ONE COLLEGE OR DEPARTMENT CONFERS THE BACHELOR OF ARTS DEGREE

Number	*Institution*	*Faculties granting A.B. degree*														
		College of Arts and Letters	*School of Education*	*School of Philosophy*	*College of the Bible*	*School of Law*	*School of Music*	*School of Commerce*	*School of Fine Arts*	*School of Applied Sciences*	*School of Medicine*	*School of Architecture*	*School of Physical Education*	*School of Journalism*	*School of Social Work*
	(Public)														
1	University of Maryland	×	×												
2	University of Omaha	×					×								
3	University of Oregon	×	×			×	×	×			×	×	×	×	×
4	Rutgers University	×	×												
5	University of Utah	×	×					×			×				
6	University of Wyoming	×	×												
	(Private)														
1	St. Louis University	×		×											
2	Phillips University	×	×		×										
3	University of Pittsburgh	×	×												
4	Catholic University of America	×		×											
5	Cumberland University	×				×	×								
6	Brigham Young University	×	×					×	×	×					

TABLE 67

INSTITUTIONS OF HIGHER LEARNING IN WHICH MORE THAN ONE COLLEGE OR DEPARTMENT CONFERS THE BACHELOR OF SCIENCE DEGREE

Number	*Institution*	*Faculties granting B.S. degree*																						
		College of Arts and Letters	*College of Engineering*	*College of Agriculture*	*College of Commerce*	*College of Medicine*	*College of Education*	*School of Philosophy*	*School of Mines*	*School of Home Economics*	*School of Dentistry*	*School of Pharmacy*	*School of Library Service*	*College of Science*	*School of Architecture*	*School of Journalism*	*School of Law*	*School of Music*	*School of Social Work*	*School of Physical Education*				
	(*Public*)																							
1	Univ. of Louisville	×	×																					
2	Univ. of New Hampshire	×	×	×																				
3	Univ. of Maine		×	×																				
4	Univ. of Illinois	×	×		×	×																		
5	Univ. of Georgia	×	×	×																				
6	Univ. of Arkansas	×		×			×																	
7	Univ. of Nevada	×	×	×																				
8	Univ. of Maryland	×	×	×			×			×														
9	Univ. of Wyoming		×	×			×																	
10	University of Washington													×										
11	Univ. of California		×	×	×	×			×															
12	Univ. of Oregon	×			×	×	×								×	×	×	×	×	×				
13	Univ. of Missouri		×	×	×	×	×																	
14	State University of Iowa		×		×																			
15	Univ. of Minnesota	×	×	×			×		×	×														
	(*Private*)																							
1	Harvard Univ.	×	×																					
2	Washington Univ.		×																					
3	St. Louis Univ.	×						×																
4	University of Pittsburgh	×	×		×		×		×															
5	Drake University						×																	
6	Cornell University			×						×														
7	Mercer University				×																			
8	Columbia Univ.		×		×		×		×		×	×	×											

of liberal education that will guarantee their leadership as broadly cultivated members of a learned profession and at the same time give them specific preparation for successful work in the graduate professional schools. This liberal arts college within the School of Religious Education and Social Service seeks to meet the standards of the North Central Association of Colleges and Secondary Schools. The graduates of this school are entitled to the A.B. degree. May this school have the right to recommend candidates for this degree?

It is the belief of the administrative leadership of this school that there is a place for both of these types of colleges in Boston University, and that they can be operated on the standards of the two accrediting associations without embarrassment to each other, and with great profit to the two types of education which they represent.

CHAPTER XIV

Administrative Organization of Cultural and Professional Education

There was a time when colleges felt that they had no responsibility for the life of the student except to provide a high quality of instruction. That time is past. The *whole* pupil comes to the university, and the college in which the student enters receives the *whole* student as a privilege and as a responsibility. The organization of instruction is part of a training program designed to mold the whole life of the student to definite and helpful ends. Health, recreation, social life, living quarters, remunerative employment, religious life, and personal and mental hygiene are all part of the total situation which should be controlled by a college if it is to be truly successful in forming or re-forming the character of its student body.

This school feels deeply that the faculty should have directing control of these non-curricular matters that condition growth in the personal character of those of its students who are going out to assume positions as religious and social leaders. It also feels that the total educational program, as well as the student-life program, should be integrated through a common faculty whose ideals and institutional objectives are unified and controlled by common purposes. With this conviction, the faculty has consciously organized the administrative technique of the school on what is coming to be known as the Isolated College plan, a term which connotes the adaptation of the Oxford Plan to American conditions. The recent announcements of far-reaching reorganization plans at Harvard

and Yale are evidences that American universities are preparing to reverse gear and seek to correct the "mass production" methods which have broken down under the strain of our modern conditions.

Dr. Arthur J. Klein, Chief of the Division of Higher Education of the United States Bureau of Education, deals quite exhaustively with this type of college and university organization in his address before the second Institute on the Problems of College Education, at the University of Minnesota. Because of the bearing of this address on the type of organization exemplified by this school for the past decade, it has been thought wise to close this section of this report with an abstract of Dr. Klein's strong presentation of

I THE ISOLATED COLLEGE

Large universities are organized into a number of schools and colleges. The university usually supplies its students with housing, food, and social, athletic, and recreational life, without regard to the schools or colleges in which they are enrolled.

Besides furnishing the students of the various colleges certain non-curricular service, the university is usually organized in such a way as to furnish certain curricular service to the various colleges; for example, the students of engineering or education will go to the college of liberal arts for courses in science, history, and language.

"It is assumed that the greater the freedom for such interchange, the wider the contacts of students with university divisions outside the division of their specialty, the better and broader will be the education provided. Under these conditions the primary loyalty of the student is loyalty to the university. His sentimental attachment to his own college or school within the university tends to become secondary."

"This conception of organization for instruction through service courses, service units, interchange of students, facilities for free passage of students between colleges, may be theoretically sound. Certainly there are many powerful arguments in its favor. However, the tendency to accept these arguments and to regard this plan of organization for instruction as a closed question is regarded by many as a warning that it is time for re-examination of the idea and practice."

The tendency to reëxamine the existing practice is not due to a desire to project illiberal or narrow educational programs. The new tendency is usually discussed under the term *Isolated College.*

"The college as an institution is not meant by the term 'Isolated College.' It refers rather to the college as a major division of instruction which operates or aspires to operate as a self-contained unit to provide higher education of a definite type. These units may in practice be known as schools, colleges, divisions or departments of liberal arts, engineering, agriculture, home economics, architecture, forestry, and so through the entire range of specialization. *When such a unit controls or aspires to control all instruction of its students, both that within the field of specialization and that which is corollary and general, it may be called for the purposes of this discussion an isolated college.*

"In this sense, the historic liberal arts college in this country is an isolated college. Its objectives were cultural alone and aimed mainly to provide the individual with the benefits of the intellectual social heritage of his time, to make him a member of the community of educated men. To only a minor degree did the liberal arts college aim to develop in its students creative activity either intellectual or occupational. As scientific knowledge and methods of thought became respectable, the liberal arts college became very properly the college of arts and sciences. But science was recognized, not primarily as a tool to be used for further discovery or as preparation for definite vocational activity, but merely as part of the general knowledge which the educated man should have."

Under pressure from the community life for service to the work of the world, some colleges have compromised temporarily with vocational interests. "The isolated college of arts and science still exists and holds to the objective of providing personal culture with little reference to creative ability." The president of Middlebury College in Vermont says in his last report: "The colleges are often critized for failing to do what they should never attempt to do, that is, fit men for specific vocations."

If the liberal arts college modifies its courses to meet the vocational needs of other colleges, will it not cease to be *liberal?* For the liberal arts college to attempt to modify its courses into business English, engineering English, pedagogical English, and the like will destroy the *liberal* aspects of English and be of minor value to the vocations.

All premedical, prelaw, and other preprofessional courses are at best compromises. The liberal arts college is still at best an isolated college.

No one questions the right of the liberal arts college to be isolated, but many question the right of colleges of religion, education, law, and engineering to the same privileges. The opposition to extending the privileges of isolation to vocational interests comes from the old-line liberal arts colleges and from general administrative officers for three reasons:

1. Expense.
2. The strength of educational departmentalization.
3. The American antagonism to vocational or other stratification of our educational processes.

Is interservice always economical? No.
Is interservice always efficient? No.

COMMENT ON DEPARTMENTALIZATION OF INSTRUCTION

The emphasis on departmentalization of instruction has its roots in human prejudices and professional solidarity. Its emphasis on material rewards and personal promotion is its greatest weakness. But it works both ways. It is departmental solidarity versus professional solidarity.

"The emphasis on solidarity of departmental consciousness is so great that it is asserted that professors do not wish to conduct classes exclusively for students whose main interest is in a specialization different from that of the professor, and that when teachers do so they deteriorate in their own fields or find themselves discriminated against when promotion or salary increases are handed out."

"Sound judgment rejects any form of education or of organization for instruction which tends to stratify training along vocational or other highly specialized lines to the neglect of preparation for wide social interest and usefulness, and which fails to provide for a rich and broad personal life. It is thought that isolation of the vocational and professional interests in schools or colleges which themselves control and offer the elements of education designed to provide social and individual breadth will result in neglect of these matters for the sake of more technical and immediately practical subjects."

ARGUMENTS FOR THE ISOLATED COLLEGE

Arguments for the isolated college may be defined as the "conditions and arguments which tend to integrate the various units and elements of learning about specific occupational subjects."

A widespread demand for isolation comes from deans of various vocational schools, such as those of engineering, medicine, chemistry, home economics, business, and agriculture.

Reaction against excessive specialization, both in undergraduate and in professional education, is evident. The persons who are leading the movement for isolation are the persons who are leading the protest against overspecialization.

"In spite of a fairly well accepted idea that specific occupational training has wider cultural and civic values than the proponents of classical education have been willing to admit, there seems to be a tendency to place training to 'earn a living' in more nearly proper perspective with reference to 'education to live.' Employers are increasingly vigorous in the expression of their desires for men and women who can tackle new problems or old problems in new and intelligent fashion rather than for men and women who command routine skills and technique. The task of technical and specialized education is to reconcile the undoubted necessity for division of labor and thought with the wider needs of society for understanding the common problems of social, economic and personal living; in other words, to make educated men and women as well as trained brain and manipulative workers."

To meet this demand for wider training, leaders of vocational training are seeking the best means of cultural and vocational training. They recognize that "excessive specialization of the fields of knowledge and learning over-emphasizes the immediately practical and remunerative. As a result other values are lost and progress in chosen occupational fields is limited to the lower levels of earning, responsibility and distinction."

Dean Kimball of the College of Engineering of Cornell University says, "some study must be given to the problem of what constitutes liberal study for *an engineer*. In the past it has been assumed that any general work in the college of

liberal arts was satisfactory for this purpose, and no doubt some of the failures (in the engineering field) have been due to that erroneous assumption."

The effect of requiring students in vocational schools to "take" English or history in some "foreign" department is that they feel out of place. Group consciousness does not motivate study. The work is supposed to be of less value because not offered by the student's own school. "In the heterogeneous grouping he tends to hold himself apart from the associates imposed upon him."

"It may be maintained that it is good for the specializing student to rub up against students of other specialties, and that English is English, chemistry is chemistry, and economics is economics no matter in what college it is given, with whom it is taken or by whom it is taught. The obvious reply in the interest of the isolated college idea is, of course, that nothing tends to such complete separation as compulsory association and that English isn't English, and chemistry is not chemistry, so far as education is concerned, unless they perform actual functions in the education of the individual. Educational exposure doesn't 'take' if the student surrounds himself with a wall of immunity."

The present system of interchange of students has failed.

The modifying of content of subjects in liberal arts colleges to meet vocational needs, exemplified by agricultural mathematics, business English, and courses of a like nature, is not satisfactory to the vocational college or to the college department making the vocational adaptation.

The carrying of purely vocationalized general culture subjects into the vocational school tends to lower the level of culture and to cheapen the whole process.

The isolated college is proposed as the way out.

"The arguments for the isolated college may be summarized as follows: Liberal education should function for the specialized student. It does not do so under our present system of inter-college service work. In order to take advantage of the group consciousness of the specialist students, the liberal arts and the specialist training should be closely integrated in the hands of specialists sufficiently trained in general fields."

"No charge against the human product of our colleges is made more frequently than that our college graduates are either narrow or sloppy

minded. It is repeatedly alleged that students do not integrate the elements of learning which they sample in the college; that they are, therefore, not educated men. Here and there are indications of willingness to recognize that in part these facts may be due to our type of organization for instructional purposes. Our organization provides excellently for management of the externals. It does not provide for the integration of the varied materials of instruction. It does not take advantage of group interest to motivate the liberal study activity of those who have definite occupational purposes. The isolated college may be a method of organization which will assist in the integrating process."

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GRADUATE WORK IN RELIGIOUS EDUCATION AND SOCIAL SERVICE

CHAPTER XV

An Inquiry into the Practice of American Colleges and Universities Regarding Certain Requirements for the Degree of Master of Arts[1]

I THE INQUIRY

In December, 1926, the dean of this school investigated the practice of American colleges and universities regarding the granting of the degree of master of arts for work offered in professional schools or departments, or for vocational courses offered in colleges of liberal arts. A questionnaire was sent to deans of the colleges of liberal arts, graduate schools and professional schools in the leading public and private colleges and universities in the United States.

The following questions were included in the questionnaire:

1. Name of institution.
2. Location of institution.
3. Are courses offered by the faculties of your professional schools (law, medicine, education, theology or religion, commerce, etc., etc.) acceptable toward the degree of master of arts? Check Yes
   No
4. May students who are candidates for the M.A. degree in your institution select their major group of courses and write their theses (in case a thesis is required for the M.A. degree) in the general fields of medicine, fine arts, education, law, theology, religion, etc., etc.? Check Yes
   No
5. Do you have courses in your professional schools which you consider proper for your professional degrees, but which you would consider too technical or too highly vocational to be acceptable for inclusion in the requirements for the M.A. degree in your graduate school? Check Yes
   No
6. If "yes" in question 5, what method does your institution have to distinguish between courses which are *cultural* and worthy of M.A. credit, and courses that are merely *vocational* and not worthy of M.A. credit? (We are especially anxious for help at this point.)

[1] See explanatory note on p. 319.

7. Does the professional atmosphere of the university professional school disqualify the courses of these schools for inclusion in the requirements for the M.A. degree? (For example, is a course in inorganic chemistry offered in the medical college unworthy of M.A. credit, while the same course offered by the college of liberal arts of the same institution receives such credit?)

The respondents were asked to submit copies of printed matter describing the practice of their institutions and to comment on the problems raised by the questions submitted. A very wide and enlightening correspondence followed. It was generally recognized that the consensus of opinion and practice on the questions raised by this inquiry would be helpful to the administrators of many institutions.

Replies were received from 257 officials representing 158 different institutions. The following is the list of institutions responding:

Albany Medical School
Alfred University — Theology and Religious Education
Amherst College
Atlanta University
Auburn Theological Seminary
Bates College — Arts, Education
Baylor University — Arts, Education
Beloit College
Bethany College
Bible College of Missouri
Brigham Young University
Brown University — Arts, Education
Bryn Mawr College
Bucknell University
California Christian College
Carleton College
Catholic University of America
Chicago Theological Seminary
Clark University
Colby College
Colgate Theological Seminary
College of the City of New York
College of William and Mary
Colorado College
Columbia University — Law, Education
Cornell University — Arts
Creighton University
Culver-Stockton College
Cumberland University
Dartmouth College — Arts, Medicine
Denison University
De Pauw University
Des Moines University
Drake University
Duke University
Garrett Biblical Institute
George Washington University — Medicine, Law, Education
Grinnell College
Hamilton College
Hamline University
Harvard University — Arts, Medicine, Theology, Law
Indiana University — Arts, Education, Medicine
Iowa State College
Johns Hopkins University — Arts, Medicine
Kansas State Agricultural College

Lawrence College
Lehigh University
Lincoln University
Louisiana State University — Arts, Education
Massachusetts Agricultural College
Massachusetts Institute of Technology
Miami University
Michigan State College
Mount Holyoke College
Nebraska Wesleyan University
New Mexico College of Agriculture and Mechanical Arts
New York University — Arts, Education
Niagara University
Northwestern University — Arts, Education, Medicine, Law
Oberlin College
Ohio Northern University
Ohio State University
Ohio University
Ohio Wesleyan University
Pacific School of Religion
Pacific University
Purdue University
Princeton University — Arts, Theology
Radcliffe College
Reed College
Rhode Island State College
Ripon College
Robert Brookings Graduate School
Rutgers University
St. Louis University — Arts, Medicine
Simmons College
Smith College — Arts, Education
Southern Methodist University
Southwestern University (Texas)
Southwestern University (California)
Stanford University — Arts, Law, Medicine, Education
Syracuse University — Arts, Medicine, Law
Temple University — Arts, Medicine, Education
Trinity College
Tufts College — Arts, Medicine, Education
Tulane University
Union College
University of Akron
University of Arizona — Education, Law
University of Arkansas — Arts, Law, Education
University of Buffalo
University of California — Arts, Education, Medicine
University of Chattanooga
University of Chicago — Education, Divinity, Arts, Medicine
University of Cincinnati — Education, Arts
University of Colorado — Arts, Medicine, Law
University of Dallas
University of Denver
University of Detroit
University of Dubuque
University of Florida — Arts
University of Georgia — Arts, Law
University of Idaho
University of Illinois — Education
University of Indianapolis
University of Iowa — Education, Medicine
University of Kansas — Arts, Medicine, Education
University of Kentucky — Arts, Law
University of Louisville — Arts, Medicine, Law
University of Maine
University of Maryland — Arts, Law, Education
University of Michigan — Law, Arts, Medicine
University of Minnesota — Arts, Medicine
University of Mississippi — Arts, Education

University of Missouri — Medicine, Education, Law
University of Montana
University of Nebraska
University of New Hampshire
University of New Mexico
University of North Carolina
University of North Dakota
University of Notre Dame
University of Oklahoma
University of Oregon — Arts, Education
University of Pennsylvania
University of Pittsburgh
University of Redlands
University of Richmond
University of Rochester
University of Southern California — Education, Religion
University of South Carolina
University of South Dakota
University of the South
University of Tennessee
University of Texas
University of Tulsa
University of Utah
University of Vermont
University of Virginia
University of Washington
University of Wisconsin — Medical, Law, Art
University of Wyoming
Valparaiso University
Vanderbilt University
Vassar College
Virginia College
Wabash College
Washburn College
Washington and Lee University
Washington State College
Washington University
Wellesley College
Wesleyan University
West Virginia University
Western Reserve University
Williams College
Wooster College
Yale University

TABLE 68

THE PRACTICE OF AMERICAN COLLEGES AND UNIVERSITIES REGARDING CERTAIN REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

Key:

No. 3. Are courses offered by the faculties of your professional schools (law, medicine, education, theology or religion, commerce, etc., etc.) acceptable toward the degree of master of arts?

No. 4. May students who are candidates for the M.A. degree in your institution select their major group of courses and write their theses (in case a thesis is required for the M.A. degree) in the general fields of medicine, fine arts, education, law, theology, religion, etc., etc.?

No. 5. Do you have courses in your professional schools which you consider proper for your professional degrees, but which you would consider too technical or too highly vocational to be acceptable for inclusion in the requirements for the M.A. degree in your graduate school?

No. 6. If "Yes" to question 5, what method does your institution have to distinguish between courses which are *cultural* and worthy of M.A. credit, and courses that are merely *vocational* and not worthy of M.A. credit?

No. 7. Does the professional atmosphere of the university professional schools disqualify the courses of these schools for inclusion in the requirements of the M.A. degree? (For example, is a course in Inorganic Chemistry offered in the medical college unworthy of M.A. credit, while the same course offered by the college of liberal arts of the same institution receives such credit?)

Institution	*Public or Private*		*No.* 3		*No.* 4		*No.* 5		*No.* 6 *Note no.* (*Pages* 320–367)	*No.* 7	
	Pub.	*Pr.*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*		*Yes*	*No*
Albany Medical School		×	×	..	×	..	×	..	1	..	×
Alfred University — Theology and Religious Education	..	×	×	..	×	..	×	..	2	×	..
Amherst College	..	×	..	..	..	..	..	..	..	..	..
Atlanta University	..	×	..	..	..	..	..	..	..	..	..
Auburn Theological Seminary	..	×	..	..	..	..	..	..	..	..	..

Bates College	..	×	..	..	..	..	..	..	3	..	..
Bates College — Education	..	×	..	..	..	×	..	..	3	..	×
Baylor University	..	×	×	..	×	..	×	..	4	..	×
Baylor University — Education	..	×	..	..	..	..	..	..	4	..	..
Beloit College	..	×	..	..	..	..	..	..	..	..	..
Bethany College	..	×	..	..	..	..	..	..	..	..	..
Bible College of Missouri	..	×	..	..	..	..	..	..	5	..	×
Brigham Young University	..	×	×	..	×	..	..	×	6	..	×
Brown University — Education	..	×	×	..	×	..	..	..	7	..	×
Brown University — Graduate School	..	×	..	..	..	..	..	..	7	..	..
Bryn Mawr College	..	×	..	..	..	..	..	..	..	..	..
Bucknell University	..	×	..	..	..	..	..	..	..	..	..
California Christian College	..	×	..	..	..	..	..	..	8	..	..
Carleton College	..	×	..	×	..	×	..	×	..	..	..
Catholic University of America	..	×	×	..	..	×	×	..	9-10	..	..
Chicago Theological Seminary	..	×	..	..	..	..	..	..	11	..	..
Clark University	..	×	..	..	..	..	..	..	..	..	..
Colby College	..	×	..	..	..	..	..	..	..	..	..
Colgate Theological Seminary	..	×	×	..	..	..	..	×	12	..	..
College of City of New York — School of Education	..	×	..	..	..	..	×	..	..	..	..
College of William and Mary	×	..	×	..	..	..	..	..	..	..	..
Colorado College	..	×	..	..	..	..	..	..	..	..	..
Columbia University	..	×	..	..	..	..	..	..	13	..	..
Columbia University — Education	..	×	×	..	×	..	..	..	..	..	..
Cornell University	..	×	×	..	×	..	×	..	14	..	..
Cornell University — Graduate	..	×	×	..	×	..	×	..	14	..	..
Creighton University	..	×	×	..	×	..	×	..	15	..	×
Culver-Stockton College	..	×	..	..	..	..	..	..	..	..	..
Cumberland University	..	×	..	×	..	..	×	..	16	..	..
Dartmouth College	..	×	×	..	×	..	×	..	17	..	×
Dartmouth Medical School	..	×	×	..	×	..	×	..	17	..	×
Denison University	..	×	×	..	×	..	..	×	..	..	×

TABLE 68 — *continued*

Institution	*Public or Private*		*No. 3*		*No. 4*		*No. 5*		*No. 6 Note no.*	*No. 7*	
	Pub.	*Pr.*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*		*Yes*	*No*
De Pauw University — Graduate	..	×	..	×	..	×	..	..	18	..	..
De Pauw University — Psychology	..	×	..	×	..	×	×	..	..	..	..
Des Moines University	..	×	..	×	..	×	×	..	..	..	×
Drake University	..	×	×	..	×	..	×	..	19	..	×
Drake University — College of the Bible	..	×	×	..	×	..	×	..	19	..	..
Duke University	..	×	..	..	×	..	..	..	20	..	×
Garrett Biblical Institute	..	×	..	..	..	..	..	..	21	..	..
George Washington University	..	×	×	..	×	..	×	..	22	×	..
George Washington University — Law	..	×	..	..	..	..	..	..	22	..	..
George Washington University — Education	..	×	×	..	..	×	×	..	22	..	×
Grinnell College	..	×	..	..	..	..	..	..	..	..	..
Hamilton College	..	×	..	..	..	..	..	..	..	..	..
Hamline University	..	×	..	×	..	×	..	×	..	..	×
Harvard University	..	×	×	..	×	..	×	..	23	..	×
Harvard University — Medical	..	×	×	..	×	..	×	..	23	..	×
Harvard University — Theological	..	×	..	..	..	..	..	..	23	..	..
Harvard University — Law	..	×	×	..	..	×	×	..	23	..	..
Indiana University	×	..	×	..	×	..	×	..	24	..	×
Indiana University — Education	×	..	×	..	×	..	..	×	24	..	..
Indiana University — Medicine	×	..	×	..	..	..	..	..	24	..	×
Iowa State College	×	..	..	..	..	..	..	..	..	..	..
Johns Hopkins University — Medical	..	×	×	..	×	..	..	..	25	..	..

Johns Hopkins University	..	×	×	..	×	..	..	..	..	..	×
Kansas State Agricultural College	×	..	..	..	..	..	..	..	[26]	..	..
Lawrence College	..	×	..	..	..	..	..	..	..	..	..
Lehigh University	..	×	..	..	..	..	..	..	..	..	..
Lincoln University	..	×	..	..	..	..	..	..	..	..	..
Louisiana State University	×	..	×	..	×	..	×	..	..	..	×
Louisiana State University — Education	×	..	×	..	×	..	..	..	..	..	..
Massachusetts Agricultural College	×	..	..	..	..	..	..	..	..	..	..
Massachusetts Institute of Technology	..	×	..	..	..	..	..	..	..	..	..
Miami University	×	..	..	..	..	..	..	..	..	..	..
Michigan State College	×	..	×	..	×	..	×	..	..	..	..
Mount Holyoke College	..	×	..	..	..	..	..	..	..	..	×
Nebraska Wesleyan University	..	×	×	..	×	..	×	..	..	..	×
New Mexico College of Agriculture and Mechanical Arts	×	..	×	..	×	..	..	..	[27]	..	..
New York University	..	×	..	..	..	..	..	..	[27]	..	..
New York University — Education	..	×	..	..	..	..	..	..	[27]	..	..
Niagara University	..	×	×	..	×	..	×	..	..	..	×
Northwestern University	..	×	×	..	×	..	×	..	[28]	..	..
Northwestern University — Law	..	×	×	..	×	..	×	..	[28]	..	×
Northwestern University — Medical	..	×	..	..	..	..	..	..	..	..	..
Oberlin College	..	×	×	..	×	..	×	..	[29]	..	×
Ohio Northern University	..	×	..	..	..	..	..	..	..	..	..
Ohio State University	×	..	×	..	×	..	×	..	..	..	×
Ohio University	×	..	..	..	..	..	..	..	[30]	..	..
Ohio Wesleyan University	..	×	×	..	×	..	..	×	[31]	..	×
Pacific School of Religion	..	×	×	..	×	..	..	×	[32]	..	..
Pacific University	..	×	..	..	..	..	..	..	..	..	..
Princetown University	..	×	..	..	..	..	..	..	[33]	..	..
Purdue University	×	..	..	..	..	..	..	..	[34]	..	..
Radcliffe College	..	×	..	..	..	..	..	..	..	..	..
Reed College	..	×	..	..	..	..	..	..	..	..	..
Rhode Island State College	×	..	..	..	..	..	..	..	[35]	..	..

TABLE 68 — *continued*

Institution	*Public or Private*		*No. 3*		*No. 4*		*No. 5*		*No. 6 Note no.*	*No. 7*	
	Pub.	*Pr.*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*		*Yes*	*No*
Ripon College	..	×	..	..	..	..	..	..	..	..	..
Robert Brookings Graduate School	..	×	..	..	..	..	..	..	..	..	..
Rutgers University	..	×	..	..	..	..	..	..	..	..	..
St. Louis University	..	×	×	..	×	..	×	..	36	..	×
St. Louis University — Medicine	..	×	×	..	×	..	×	..	36	..	×
Simmons College	..	×	..	..	..	..	..	..	..	..	..
Smith College — Education	..	×	..	×	×	..	..	..	..	..	..
Smith College	..	×	..	..	..	..	..	..	..	..	..
Southwestern University (Texas)	..	×	..	..	..	..	..	..	..	..	..
Southwestern University (California)	..	×	..	..	..	..	..	..	..	..	..
Southern Methodist University	..	×	×	..	×	..	×	..	37	..	..
Stanford University — Graduate	..	×	×	..	×	..	..	×	38	..	..
Stanford University — Law	..	×	..	..	..	..	..	..	..	..	..
Stanford University — Education	..	×	×	..	×	..	×	..	..	..	..
Syracuse University	..	×	×	..	×	..	×	..	39	..	×
Syracuse University — Medicine	..	×	×	..	×	..	×	..	39	..	×
Syracuse University — Law	..	×	×	..	×	..	×	..	39	..	×
Temple University	..	×	..	..	..	..	..	..	40	..	..
Temple University — Medicine	..	×	..	×	..	×	×	..	40	..	..
Trinity College	..	×	..	..	..	..	..	..	..	..	..
Tufts College	..	×	..	×	×	..	×	..	41	..	×
Tufts College — Medical	..	×	..	..	..	..	..	..	41	..	..

| | | |

TABLE 68 — *continued*

Institution	*Public or Private*		*No. 3*		*No. 4*		*No. 5*		*No. 6* *Note no.*	*No. 7*	
	Pub.	*Pr.*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*		*Yes*	*No*
University of Indianapolis — Law	..	..	..	..	..	..	..	..	57	..	..
University of Iowa	×	..	×	..	×	..	×	..	58	..	×
University of Iowa — Education	×	..	×	..	×	..	×	..	58	..	×
University of Kansas	×	..	×	..	×	..	×	..	59	..	×
University of Kansas — Medicine	×	..	×	..	×	..	×	..	59	..	×
University of Kansas — Education	×	..	×	..	×	..	..	..	59	..	×
University of Kentucky — Graduate	×	..	×	..	×	..	×	..	60	..	×
University of Kentucky — Law	×	..	×	..	×	..	..	..	60	..	×
University of Kentucky	×	..	×	..	×	..	..	×	60	..	×
University of Louisville — Law	..	×	..	..	..	..	..	..	61	..	..
University of Louisville	..	×	×	..	..	×	×	..	61	..	×
University of Maine	×	..	×	..	..	×	..	×	62	..	×
University of Maryland	×	..	×	..	×	..	×	..	63	..	..
University of Maryland — Law	×	..	..	..	..	..	..	..	63	..	..
University of Maryland — Education	×	..	×	..	×	..	..	..	63	..	..
University of Michigan — Law	×	..	×	..	×	..	×	..	64	..	×
University of Michigan	×	..	×	..	×	..	..	..	64	..	×
University of Michigan	×	..	×	..	×	..	..	×	64	..	×
University of Michigan — Medicine	×	..	×	..	×	..	×	..	64	..	×
University of Minnesota	×	..	×	..	×	..	×	..	65	..	..
University of Mississippi — Graduate	×	..	×	..	..	×	×	..	66	..	..
University of Mississippi — C.L.A.	×	..	×	..	×	..	..	..	66	..	..

| | | |

TABLE 68 — *continued*

Institution	*Public or Private*		*No. 3*		*No. 4*		*No. 5*		*No. 6 Note no.*	*No. 7*	
	Pub.	*Pr.*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*		*Yes*	*No*
University of Texas — Medicine	×	..	×	..	×	..	×	..	81	..	×
University of Texas — Education	×	..	×	..	×	..	×	..	81	..	×
University of Tulsa	..	×	..	..	..	..	..	..	..	..	..
University of Utah — Graduate	×	..	×	..	..	×	×	..	82	..	×
University of Utah — Education	×	..	×	..	×	..	×	..	82	..	×
University of Vermont — C.L.A.	×	..	..	×	×	..	×	..	83	..	×
University of Vermont — Education	×	..	×	..	×	..	×	..	83	..	..
University of Vermont — Graduate	×	..	..	..	..	..	..	..	..	×	..
University of Virginia — Education	×	..	×	..	×	..	..	×	84	..	×
University of Virginia	×	..	×	..	×	..	×	..	84	×	..
University of Washington	×	..	×	..	×	..	×	..	85	..	×
University of Wisconsin — Education	×	..	×	..	×	..	×	..	86	..	..
University of Wisconsin — Law	×	..	×	..	×	..	×	..	86	..	×
University of Wisconsin	×	..	×	..	×	..	×	..	86	..	×
University of Wisconsin — Medicine	×	..	×	..	×	..	×	..	86	..	..
University of Wyoming	×	..	×	..	×	..	..	..	87	..	..
University of Wyoming — Education	×	..	×	..	×	..	×	..	87	..	×
Valparaiso University	..	×	..	..	..	..	..	..	..	..	..
Valparaiso University — Law	..	×	..	..	..	..	..	..	..	..	..
Vanderbilt University	..	×	×	..	..	×	×	..	88	×	..
Vanderbilt University — Medicine	..	×	×	..	×	..	×	..	88	..	×
Vassar College	..	×	..	..	..	..	..	..	..	..	..

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[1] *Albany Medical College.* "The courses in fundamental medical sciences in the preclinical years, notably biological chemistry and more particularly graduate work in which original research is done, is applied towards the M.A. degree given in the College of Arts and Sciences where physical chemistry and other allied subjects are taken up supplementing the work above mentioned in the medical school. It is possible a similar arrangement between the College of Arts and Sciences and the medical school would be desirable in other departments. I have in mind particularly experimental morphology, and also experimental physiology. This does not apply directly to the courses offered in the medical school, but to special research in the respective departments, taking the medical school course and the college courses as collateral subjects. We do not have any such arrangement with the College of Arts and Sciences regarding the Ph.D. degree. The only Ph.D. degree offered by the college is that in electrical engineering at this time. This is because of the unusual opportunities in Schenectady in this branch of science." — Thomas Ordway, Dean.

[2] *Alfred Theological Seminary.* "I am inclined to agree with those who insist that there is some cultural value in vocational training, but still it seems to me there is a real difference in this respect between vocational and cultural subjects. This difference can be discerned only by those who in the strict sense of the word are cultured people, that is, people who can think and think clearly and thoroughly. . . . I might suggest that in our judgment, inasmuch as the B.D. degree is three years in advance of the B.A. degree, enough subjects can be selected from our theological course, the study of which would earn a Master's degree." — Arthur E. Main, Dean.

[3] *Bates College.* "A student may be accepted as a candidate for the degree of Master of Arts, who has received the Bachelor's degree from Bates College, or who holds a Bachelor's degree representing an approved course of not less than four years' work in a department, school, faculty, college or higher institution that is approved by the Committee on Advanced Standing.

"We have adopted this definite basis of candidacy for the M.A. degree. Nearly all our advanced work is done in Summer Session, and the majority of our candidates are public school superin-

tendents, secondary school principles or teachers. Very seldom is our Committee on Advanced Standing asked to allow M.A. credits for courses in Law, Medicine or Theology, and such credit has never been allowed, because the *materials* of such courses are outside of our recognized departments." — R. A. F. McDonald, Professor and Head of Department of Education.

[4] *Baylor University.* "Passed on by the faculty usually on recommendation of committees appointed for this purpose." — W. S. Allen, Dean.

"No question has arisen here concerning the matter you mention. Our medical schools are located in Dallas, one hundred miles away. No one has sought to offer Law for an M.A. Degree, except certain individual courses acceptable as Political Science to the head of that department. We have no Theology, our Bible Department being part of the College of Arts and Sciences. Education is nominally a School, as is Commerce and Business Administration, but both are considered departments in the Graduate School and their work is often offered as the major or minor subject for an M.A. degree. Theses are written in both departments; none of their courses of sufficient advancement are discriminated against." — F. D. Brooks, Chairman, School of Education.

[5] *Bible College of Missouri.* "Ours is only a School of Religion, with its work accepted towards degrees in the University of Missouri. Homiletic courses would not be considered proper courses for academic credit in the University of Missouri. Some of those announced in our bulletin are accredited in the School of Education only, and some in the School of Journalism only. The University of Missouri grants academic credit on a percentage of work not too technically professional." — G. D. Edwards, Dean.

[6] *Brigham Young University.* "In our University we have no Graduate School but our Graduate Work is given under the direction of a Graduate Division. Our under-graduate work is arranged under the direction of a College of Applied Science, a College of Arts and Sciences, a College of Education, a College of Commerce and Business Administration, and a College of Fine Arts. Some of the work given in the College of Commerce and Business Administration and in the College of Education is professional in character. Such work, however, may be applied

towards the completion of the Master's Degree if it is of sufficient scholastic quality. In fact any of the starred courses and courses numbered above 100 may be applied towards a Master's Degree if such courses are arranged in the proper sequence." — Christen Jensen.

[7] *Brown University.* "We have no professional schools. Persons coming from other institutions are ordinarily assigned some credit toward their M.A. degree if they have done work of that type elsewhere. Such credit, however, is generally less than would have been given for another degree in the other institution. If credit has been used for a degree elsewhere of course nothing is given here." — R. G. Richardson, Dean of Graduate School.

"The A.M. degree has from the earliest times been a teacher's degree. History and precedent are all on the side of counting courses in the preparation of teachers towards the A.M. degree. At Brown University *to date* we have had a graduate department and not a Graduate School. This year the work is being organized as a Graduate School. The general plan is now being worked out by the Graduate Council. I am told, however, that 'things will probably continue about the same'!" — Walter B. Jacobs, Director of School of Education.

[8] *California Christian College.* "We have definitely decided that we shall not attempt to offer the Master's degree until we are entirely equipped to do so. However, I cannot see that certain professional courses are less cultural than the courses usually accepted for the A.B. degree." — Arthur Braden, President.

[9] *Catholic Sisters College* (The Catholic University of America). "The Sisters' College is a part of the Catholic University, and, in general, we follow the regulations of the same in the matter of graduate work as in all others. However, practically all of the students in this branch of the University are Sisters, members of religious orders, and their graduate work is done mostly in the fields of education and Letters with a few (for the A.M.) in Mathematics. For this reason we have not as yet had occasion to take action in the matter of accepting work done in the other professional schools. Were the occasion to arise I suppose we would be guided by the practice of the University, but just now we are not called upon to meet that situation." — Edwin B. Jordan, Secretary.

[10] *The Catholic University of America.* "We have no schools of Medicine, Education or Commerce. There is a Department of Education in the School of Philosophy; the courses of instruction in Commerce are given in our Department of Economics in the School of Philosophy. Candidates for the M.A. may select their major group of courses (including the thesis or essay) in either of the Departments above mentioned." — A. E. Landry, General Secretary.

[11] *The Chicago Theological Seminary.* "Our relation with the University of Chicago is such that the Master's degree, that our students take, is secured through the University." — F. G. Ward, Dean.

[12] *Colgate University.* "Nine years ago the Seminary inaugurated a course leading to the B.Th., covering four years of arts and theological studies. This was meant to attract older men who could not take a full seven years' course. Entrance conditions were rather elastic. Within the last four years these entrance conditions have been tightened and only those having full college entrance standing are admitted to the four year course. More than that, it has been found that instead of older students those who ought to take the full seven years have been taking advantage of the four year course. Again, the work covered in the four years has been accepted as equivalent to the A.B. degree for graduate work in seminary and other schools. Another feature has been the admission of students graduating from the B.Th. course as middlers in the seminary courses so that they are able to finish the work for the B.D. in two years.

"This present year the B.Th. has been dropped altogether along with the B.S. in the college. Now Colgate gives only the A.B. degree with a major in natural science, literature, philosophy or theology, the last being the case with the students in our department, namely, the Seminary. When we move to Rochester of course the theological department will disappear from the Colgate program. We have encouraged students finishing the four years' course to go on for the A.M. degree and the B.D. degree, indeed we have ten students on the campus now in our department who are graduating with the A.M. degree next spring, besides others who are preparing for the B.D.; yet it is the policy of the President to eliminate this graduate work and of course when

the Seminary goes there will be practically nothing done beyond the A.B. level in Colgate." — Thomas Wearing, Dean of the Theological Seminary.

[13] *Columbia University.* "Credit toward the degree of Master of Arts for the successful completion of certain courses in the Law School is supervised by Prof. McBain." — William T. Taylor, Assistant to the Dean of the Law School.

School of Political Science, Philosophy and Pure Science. "In the matter of the Master of Arts degree our whole administration is aimed at making the particular work the student is doing effective. If his work indicated, for example, the advisability of certain professional courses he is advised to register for them. There is no formal rule in such matters beyond that which you will find stated in the Graduate Announcement on page 16, the last paragraph." — Frederick J. E. Woodbridge, Dean.

School of Education. "In this institution the Master of Arts degree may signify (*a*) a year's work of advanced study beyond the Bachelor's degree; (*b*) the first year of work toward the degree of Doctor of Philosophy; (*c*) a year of professional work.

"The only practice here which seems to be germane to your questions relates to the professional option on the part of individuals for whom the Master's degree may have the significance indicated under (*a*) and (*b*). It has long been the practice here for a candidate for the Master's degree to be permitted, toward fulfilling the course requirements of this degree, 14 points of work in one of the University professional schools. The M.A. in Teachers College is virtually a professional degree. Our students in the main do not regard it as an academic degree.

"I should add that the Faculty of Education itself has the right to determine the admission and graduation requirements for candidates for the Master's degree." — A. J. Leonard, Director.

[14] *Cornell University.* "Strictly vocational work of graduate grade; has its own appropriate degrees other than the M.A." — R. M. Ogden, Professor of Education and Dean of the College of Arts and Science.

"The Graduate School of Cornell University does not evaluate graduate credit in terms of courses. To be sure candidates for the Master's degree take courses along with independent study but what courses are taken is never determined by any adminis-

trative officer. Each student selects a special committee of professors with whom he desires to study, and his program of work is determined in consultation with them.

"I am sure that there are offered in our professional colleges many advanced courses which would be accepted by special committees of men in our College of Arts and Sciences. For instance, the only courses in botany offered at Cornell are given in our strong Department of Botany which is in the College of Agriculture. Again, I think that the courses in bacteriology given in the College of Veterinary Medicine are wholly acceptable. At Cornell, the problem for any special committee is one of particular courses rather than the College in which they happen to be offered." — R. A. Emerson, Dean of the Graduate School.

[15] *Creighton University.* "Cultural — Those of more general application and requiring more maturity for proper understanding." — T. Eagan, Director of Graduate School.

[16] *Cumberland University.* "Our law courses are so technical and the length of time of attendance so short that we do not feel any collegiate credit on graduate work should be given." — E. L. Stockton, Acting President.

[17] *Dartmouth College.* "Dartmouth College, as its name implies, is mainly interested in undergraduate work. We have associated with the College three professional schools for work in Civil Engineering, business administration, and medicine. The last includes only two of the four years of regular medical work and does not grant a degree. Usually we have only ten or fifteen graduate students candidates for the Master's degree. Under these circumstances there is no need for a graduate dean here and the answers to your questions are made by the Secretary of the Faculty Committee on Graduate Instruction and are in general based on opinion rather than on specific regulations." — E. B. Hartshorn, Secretary.

"The decision seems to depend partly on the subject matter of the course, and partly on the man giving the course; that is, on the nature of its presentation. There is no rule, except that a course cannot be counted toward two degrees. Physiology, Physiological Chemistry and Bacteriology offered in the Medical School receive credit towards the M.A. degree in the College." — Colin C. Stewart, Professor of Physiology and Acting Dean.

[18] *De Pauw University.* "We do not allow any professional courses to count towards a M.A. degree." — Wm. W. Sweet, Chairman Committee on Graduate Studies.

"We have departments of Bible, Religious Education, and this question of a Master's degree has not arisen. As Head of the Department of Education I recommend only a *minor* in Education in Undergraduate and Graduate Work. Personally I think it is better to keep the Graduate School distinct from professional schools; and so also the graduate degrees. However, I can see a point of contact in Education and Religious Education with graduate courses, but it might be well to specify the degree as M.A. in Education or Religious Education." — J. L. Beyl, Department of Psychology and Education.

[19] *Drake University.* "Courses we deem acceptable for the M.A. degree are especially designated as such, and are so indicated in the requirements for the degree as listed on p. 13 in College of the Bible catalog. We do not accept other courses for the simple reason that they are open to undergraduate students though they are not particularly technical in character." — Jesse C. Caldwell, Dean, College of the Bible.

"This matter is determined by the graduate council in conjunction with the professor in charge of the course under evaluation. The line is drawn pretty generally on the basis of the course being a mere application rather than one in the study of principle and theory — a purely learning to do course, a purely mechanism course is not acceptable. As to Drake, the course above illustrating Medical or Liberal Arts work does not apply since the medical college has been abandoned, but the principle holds in all the professional courses." — Olynthus B. Clark, Chairman of Graduate Committee.

"So far as I know, there is no discrimination against commerce or education in the matter of the Master of Arts degree. The Bible College offers its own Master of Arts degree, so I do not know whether Liberal Arts college students ever take their major work in Bible studies. I am sure that they would be permitted to do so if the Bible College did not offer this degree itself. A considerable number of the candidates for the A.M. degree have majored in Education and have written their theses in education. Under our present regulations, if a person takes the Bachelor of

Science degree in Education, the Master's degree must be Master of Science in Education, but if the degree taken is the Bachelor of Arts, the major for the Master of Arts may be Education.

"Graduates of the College of Education with the B.S. degree are accepted at Teachers College, Columbia, and at the School of Education, Chicago, for the Master of Arts." — W. F. Barr, Dean of College of Education.

[20] *Duke University.* "Our graduate school has not yet been segregated and definite rules are not perfected. Each department submits its courses to the Faculty Council on instruction and the Graduate Committee for their approval. Theoretically a person may register as a graduate student in the School of Religion and apply credits to both A.M. and D.D. degrees — in fact we have some students so registered this year. However, such students have to take two minors in two departments of the Liberal Arts School if they obtain an A.M. degree. Theoretically the same would apply to the law school although we have had no cases to come up. The other schools are as yet not under way here.

"Until this year the A.M. degree was the only graduate degree offered in this institution. We are now offering a Master of Education in the School of Education and have established a School of Religion on a wholly graduate basis. The law school accepts certain courses given in the Liberal Arts College in the departments of history and political science. The question of granting graduate credit towards an A.M. degree for courses in the law school has never arisen. It is my opinion that the Faculty Committee would not grant such credits. Students coming to us from an engineering school do not obtain credit for their advanced courses. I am not in accord with this, but the general tendency of our faculty is to exclude vocational courses except in the School of Religion." — A. M. Proctor, Acting Head, Department of Education.

[21] *Garrett Biblical Institute.* "Garrett Biblical Institute does not confer the degree of Master of Arts. However, Northwestern University does confer such a degree upon Garrett students who do all their work for the Master's degree in Garrett or who take part of the work in Garrett and part of the work in the Graduate School of Northwestern University. All the regulations for advanced degrees are formulated and executed by the Board of Graduate Studies of

Northwestern University, on which Garrett Biblical Institute, as well as the organically connected professional schools of Northwestern are represented. Each year a number of men in Garrett, as in the other professional schools, secure the Master's degree on the basis of work done in whole or in part in the professional schools. There were nineteen such students in Garrett at the Commencement in June, 1926. Courses dealing exclusively or primarily with technique, such as Preaching, Church Administration, etc., are not acceptable toward the requirements for the Master's degree. The emphasis is always on courses stressing what is sometimes called 'content material.' In other words, highly vocational courses are not acceptable. While the line of demarcation between so-called 'content' and so-called 'technique' courses is not always easy to discern, we depend on the individual departments to maintain the distinction. At the present time only the biblical departments, the departments of Systematic Theology, Church History and History of Religion are taking candidates for the Master's degree. In general I may say that personally I am in favor of maintaining a distinction between research degrees on the one hand, and professional advanced degrees on the other, but from our experience I should judge that that distinction may be maintained even in the professional schools." — F. C. Eiselen, President.

[22] *George Washington University.* "We have no hard and fast rule. We aim to go by the principles of what the objective of the course is. Is it primarily scientific exposition or vocational technique? The course in Bacteriology given in our Medical School may be counted toward the M.A. This matter has given us practically no trouble. The question is decided by the Graduate Student's Committee." — W. C. Ruediger, Dean of Teachers College.

"I may add that there are several courses in the Medical School which might possibly be used toward the degree of Master of Arts but there are several courses which should and could be used toward the degree of Master of Science — at least, that is our opinion in the Medical School." — W. C. Borden, Dean, Medical College.

"1. I investigate carefully the academic record of the Professor giving the professional course which the student wishes to apply toward the A.M. degree.

"2. I seek the advice of the Dean or some other official of the school in question.

"3. I insist that the subject be closely correlated with the student's major.

"When I became Dean eight years ago there were, I believe, no restrictions as to the amount and quality of the professional courses that might be offered toward the A.M. I have reduced the amount allowed and have tried to make sure that the work in every case has cultural value and have refused to allow the major to be taken in a professional school." — George N. Fleming, Dean of Graduate School.

"We have had a few candidates for the Master of Arts degree carrying courses in Constitutional Law, Administrative Law, or International Law as minors. I think in one or two cases the first year in the Law School has been considered as satisfying minor requirements. I suppose I am somewhat prejudiced, but I think that the courses in a modern law school have great cultural and disciplinary value. Our chief problem arises when some student who is a candidate for the Master of Arts or Doctor of Philosophy degree desires to take one of our public law courses without having had the fundamental topics of a law curriculum. Such students are handicapped in their work in the law courses they take. For instance, a candidate for the M.A. degree who attempts to take Constitutional Law, Administrative Law or Conflict of Laws as Political Science subjects without a background of the first two years of law usually has much difficulty and fails to do the work successfully. If a candidate for a liberal arts degree has sufficient preliminary training to take the specific law course he desires to take, it would seem to me that there would be no objection to his receiving a certain amount of credit toward the liberal arts degree." — William C. Van Vlick, Dean of Law School.

[23] *Harvard University.* "In general, decision is made by the chairman of a department and the Dean of the Graduate School. Under our arrangement all programs for the A.M. must be approved by these two officials before the student is admitted to candidacy. So fas as there is any general principle it is that the course taken in a professional school must be closely related to the whole program of courses offered for the A.M." — Geo. H. Chase, Dean of the Graduate School of Arts and Sciences.

[24] *Indiana University.* "You cannot draw a sharp line of separation between cultural and vocational courses." — Fernandus Payne, Dean of the Graduate School.

"No course presented by the faculty of a professional school is accepted in the college of liberal arts unless this said course is also offered in the curriculum of this latter college as an arts course. Any such course offered primarily by a professional faculty is not only under the jurisdiction of the dean of that school, but, in so far as it affects candidates for the arts degree is also and completely under that of the dean of the college of liberal arts, and the men who give this course must belong also to the college of liberal arts.

"A few of our first year courses do appear in both catalogues (Arts and Medicine), the teachers concerned belong to both faculties, and these courses are subject to the rule of both faculties, and the credits for these courses would count towards a M.A. degree. These courses are offered on the campus at Bloomington, none at Indianapolis.

"In addition to such courses, the medical students may, if they have taken all the courses prescribed in the catalogue, receive the degree B.S. at the end of their second medical year, or A.B. at the end of their third medical year. Such students, however, are not candidates for the M.A. or Ph.D. degrees.

"By special arrangement with the arts faculty one or two of our internes, who have already received their M.D. and who desire to do some research work in connection with the interneship, have been granted their M.A. degree. These doctors have already received the A.B. and M.D. degrees. Each case is made a matter of special ruling. The medical faculty reports to the arts faculty exactly what post-graduate work the student has done and submits the thesis for their approval. The arts faculty makes a special ruling in each case. Since this has happened only twice in fifteen years, I believe, it is very hard to answer categorically just what requirements are made for such a degree.

"In answer to question six, you will note that the medical school faculty of this university assumes no responsibility for the evaluation of the cultural value of a course. The rule which we invariably follow is that all such decisions must be made by the faculty which normally controls the work in question. As a result, our

medical faculty, after reporting the content of its courses and submitting to all desired inspection on the part of the proper committee from the college of liberal arts, will modify its professional courses offered for arts credit in accordance with the opinion of the arts faculty. We follow this rule very closely in every particular, since it is frequently necessary in connection with our training school for nurses and school for social service workers, etc., that is the faculty which votes the degree must assume all responsibility for evaluating the credits for that degree. Our medical faculty will not assume any authority in evaluating credits for arts degrees. Of course the few in our first year medical faculty, who belong also to the college of liberal arts will express themselves as they see fit in the meeting of the arts faculty.

"Regarding question seven, we feel that the atmosphere of a course depends on the teacher and not on the course. The qualifications of this teacher, if he belongs to the professional school, must be passed upon by the arts faculty which can refuse or accept his work as worthy of credit.

"In this connection I would say that one of the rules of this school, which has been in force for sixteen years, is that the head of the department of the college of liberal arts must assume a real authority over all work in his subject done in any of the professional schools of this university. This does not mean that he acts in an advisory capacity. Should a course of organic chemistry be offered in the School of Dentistry or Training School for Nurses the college of liberal arts must assume all responsibility for the qualities of that course. Should credit for this course, therefore, be presented for a M.A. degree, its evaluation has already been made by the arts faculty. Of course this would apply to but very few courses." — Charles P. Emerson, Dean of School of Medicine.

[25] *The Johns Hopkins University.* "We give neither grades nor points credit for graduate work. A student's program is directed by a member of the faculty and his course requirements are completed in accordance with the nature of his study. A student may do all of his work in the School of Hygiene and receive an M.A. in bacteriology, for example; or he may complete a highly technical study in engineering and receive a Ph.D. No clear distinction could be made between so-called cultural and vocational courses." — Irene M. Davis, Assistant Registrar.

"The Johns Hopkins University differs a little, I imagine, from the type of institution you have in mind. It has no law school, no school of theology. What look like purely professional branches, our School of Medicine, School of Engineering, and School of Public Health and Hygiene, etc., are ultimately graduate in spirit. As a woking rule, I should say that each professor under whom a candidate works for the degree of Master of Arts is the court of appeals in regard to the course or courses the candidate may offer toward that degree. The professor has certain wide regulations that guide him; but these rest upon the interests and connections of his particular subject, rather than upon distinctions between the various branches of the university.

"I am afraid that your question as to distinction between purely vocational and purely cultural courses opens a discussion which cannot be terminated once for all. Probably Cicero's references to such a distinction, in the Defense of Archias, are as cogent today as then. Personally, I think the manner of instruction, the scope of the course, and the plan of emphasis in the material dealt with should enter into any attempted distinction." — Laurence H. Baker, Executive Secretary School of Medicine.

[26] *Kansas State Agricultural College.* "We confer the Master of Science degree. Three years ago an investigation was made, looking into the possibility of our conferring the Master of Arts degree. During the inquiry, it was found that no very definite line was drawn between a Master of Arts and a Master of Science degree. The University of Missouri for example, confers only the Master of Arts degree regardless of whether the candidate majors in English or in Zoölogy. Our conclusion was that the Master of Arts degree and the Master of Science degree mean about the same thing, namely that the candidate has applied himself in such a way as to receive both disciplinary and cultural values from his studies in completing the requirements for the degree.

"I should join the 'other members' of your faculty who believe that there are many courses offered in the professional schools which have such value as would justify their inclusion in the requirements for the Degree of Master of Arts." — James E. Ackert, Chairman Graduate Council.

[27] *New York University.* "It will be observed that each group of graduate studies is empowered to make its own restrictions regarding the accrediting of professional work toward a degree granted under its supervision. For instance, you will note that in order to obtain a degree in any of the sciences it is necessary for a student to present all of his courses within the scientific field. A student wishing the master of science degree or the doctor of philosophy in that field, therefore, would be unable to accredit any professional work, such as that in education, toward his degree. The Modern Language Group, on the other hand, requires that four of the five courses for the master's degree be taken in the modern language field. The fifth one may be within the offering of the Graduate School bulletin or may be transferred from the School of Education, subject to the general restrictions of the faculty of the Graduate School.

"The general restrictions limiting group autonomy in accrediting professional work are as follows:

"1. A candidate for the master's degree must present at least a major of three courses from the offerings listed in the bulletin of the Graduate School.

"2. It has not been customary to accredit any courses taken in the Law School toward our academic degrees.

"3. Graduate work in certain phases of medicine is incorporated in the curriculum of the Graduate School as outlined in the departments listed under Group VIII in the bulletin. Courses not thus specified as a portion of the offerings of the Graduate School are not accredited toward an academic graduate degree.

"4. Graduate work offered by the School of Education may be transferred for credit, subject to group restrictions, provided the course in question is not too technical in its nature, provided it is approved by the head of the department of the student's major, and provided it is of the group numbered above 200 in the school of education bulletin. The only exception to the final proviso is that one course in methods, usually of the 100 level, may be accredited in certain groups, such as the Modern Language group.

"5. New York University has no divinity school, but, in considering the applications for credit for work done under the jurisdiction of some of our neighboring theological seminaries

which have a strictly graduate organization, the policy is to transfer credit, provided the course in question is not used toward a professional degree, provided it is approved by the head of the department of the student's major, and provided it is not too technical in its nature.

"6. Courses offered by our School of Commerce are not transferable as credits in the Graduate School. Certain courses offered by our Graduate School of Business Administration, however, are transferable in the case of students majoring in economics. Here again the head of the Department of Economics must affix his approval. The course may not, also, be accredited toward a degree in business, and it must be of a general nature rather than a technical one.

"Touching upon item 4 in your questionnaire, candidates for our academic graduate degrees may not write theses in the fields of medicine, law, education, theology, or religion and must confine themselves to a department under the jurisdiction of the Graduate School. Our bulletin will tell you that we do conduct a Department of Fine Arts. The School of Education confers its own graduate degrees, and a student wishing to write his thesis in the field of education would enroll in the School of Education." — Archibald L. Bouton, Acting Dean of Graduate School.

[28] *Northwestern University.* "Passed upon by a special committee on Registration of the Graduate School. Students who qualify for degree B.S. in Law; B.S. in Education, etc., must make up work before permission is given to qualify for M.A." — J. A. James, Dean of the Graduate School.

[29] *Oberlin College.* "A group of our general faculty oppose all 'vocational courses.' But many of us claim the vocational is truly cultural. Candor requires us to recognize that *any liberal culture* courses taken with a view to teaching *become thereby vocational* and the M.A. is (and was originally) essentially a professional degree for teachers." — G. Walter Fiske, Graduate School of Theology.

"The Committee on Graduate Study and Degrees passes upon each program proposed. No list of eligible and ineligible courses is published, but the Committee's practice has settled the status of most offerings in the professional schools." — C. N. Cole, Dean of College of Arts and Sciences.

[30] *Ohio University.* "The Colleges of Liberal Arts, the country over, are so ridden by tradition that they cannot see very far beyond the traditional things which they are doing. From my point of view a course in Religious Education, a course in Education, a course in Fine Arts and many other courses that are now outlawed by the Colleges of Liberal Arts are thoroughly worthy of a place in the requirements or electives acceptable for a higher degree.

"The principle which the school granting the higher degree should follow, no doubt should include a plan whereby a candidate for the higher degree should keep well enough within the bounds of his special subject to become master of his subject. It is probable therefore, that if a man were majoring in Education he would not take a course in law toward the degree, although a course in Municipal Government might very well be of service to him. Likewise a course in Religious Education might be of use to him.

"So far as courses in these general fields being unworthy of a M.A. degree credit is concerned, I can see no ground for such contention. Just because a course is vocational is no reason why it is not hard or educative. I am giving this point of view in the light of my eight years experience as Dean of Graduate School." — T. C. McCracken, Dean, College of Education.

[31] *Ohio Wesleyan University.* "Your question might be guided somewhat by current tendencies, data on which might be secured through the U. S. Bureau of Education. I have data on an allied problem in *School and Society*, XXIII, p. 502, April 17, 1926, that might interest you.

"The fact that a Master's degree was originally a teacher's degree made it originally a professional degree — in modern times, the other tendency has appeared but probably in 99% of the cases it is yet a teacher's degree." — A. R. Mead, Head of Department of Education.

[32] *Pacific School of Religion.* "These questions hardly apply to our situation. However, we have not restricted the M.A. to cultural courses, or what the University of California would class as such, e.g., Old Testament, New Testament, Church History and Christian Doctrine, but allow the degree to be taken in Religious Education and Pastoral service." — C. C. McCown, Chairman Committee on Curriculum.

[33] *Princeton University.* "We have no professional schools as a part of the University. The men who study for the M.A. degree take courses offered by the University, and these courses, as you know, would all come under the general classification of liberal studies.

"One peculiar feature of our method of conferring the M.A. degree should be mentioned, that is, the way in which students of the Princeton Theological Seminary are treated. The Seminary is a professional school in the same town, but having no connection with the University. We are familiar with the work which is done there, and know that a student carrying that work so as to stand in the upper half of his class is already working hard and on subjects that tax the intellect. If such a student passes four graduate courses offered in the Univeristy in four terms, or half-years, he is given the Master of Arts degree. We do not count the courses which he has taken in the Theological Seminary, but we recognize that the man has taken them successfully by admitting him to the Master of Arts degree on reduced requirements. This is the only feature of our system which has any relation to the questions which you raise in your circular." — W. F. Magie, Acting for Dean West.

[34] *Purdue University.* "Purdue University does not offer the M.A. degree. We offer the M.S. degree and in addition the M.S. in Agriculture; M.S. in Civil Engineering; M.S. in Electrical Engineering; M.S. in Mechanical Engineering; M.S. in Chemical Engineering; consequently we do accept professional credits toward these degrees." — Ralph Russell Stone, Registrar.

[35] *Rhode Island State College.* "I came up through a liberal arts university in the days in which students who did not offer Latin and Greek for entrance were predestined for the scarcely respectable philisophy degree. The same university has grown in a generation, and the Bachelor of Philosophy has come into his own. I do not write this because I was an outcast; my first degree was B.A. and I have since then earned LL.B. in a professional law school, and A.M. and Ph.D. in a liberal arts college. I teach in a professional college of education and in a federal-state vocational college. That has broadened rather than narrowed my vision, I hope. What learning is not cultural?" — Charles Carroll.

[36] *St. Louis University School of Medicine.* "We would not allow credit towards the Master's or Doctor's degree for any courses which deal with clinical application of the fundamental sciences. This exception to this statement, however, must be made; that we are at present developing courses in Internal Medicine, which are being given from the viewpoint of the fundamental sciences, leading to a Master of Science degree in Internal Medicine. The M.D. degree and at least one year of Interneship are prerequisites for admission to such courses. The administration of such courses is still in the experimental stage.

"Courses which are usually considered 'fundamental' to the professions are deemed cultural, and therefore form acceptable subjects for graduate study in the usual meaning of that term. This seems particularly true of the studies we offer in the first and second year of the Medical course, in some of the subjects of the School of Commerce and Finance, for example, Political Science, Economics, Social History, etc., of certain subjects in the School of Law, in the School of Education and in the School of Divinity.

"I wish to state in addition to the remarks on the questionnaire that I believe we have succeeded in eliminating some of the difficulties which are in the background of your inquiry. Some of our best graduate work, for instance, is done in our School of Medicine. This might be due to local conditions, since very few of the strictly clinical subjects happen to be given in the same building in which the first two years of Medicine are given. Whether or not our geographical difficulties as viewed by the clinician help us in the spirit of our graduate work is a question on which your inquiry may shed some light. In our School of Divinity also we find that the spirit which should actuate graduate work is particularly easy to maintain. This also might be due to our own circumstances. If I may refer to the General University catalogue, a copy of which is being sent to you in addition to the announcement of the Graduate School, a cursory reading of pages 99 to 106 of the General Catalogue may enable you to determine whether our experience is in any way in harmony with general results." — Alphonse M. Schwitalla, S. J., Acting Dean of Graduate School.

[37] *Southern Methodist University.* "With certain prerequisites students may major for the M.A. degree in New Testament, Old Testament and Philosophy of Religion; courses such as are included in Ministerial Efficiency, Public Speaking, can not be used. We attempt to organize the studies for the M.A. degree around a group idea. Any course may be used if properly related and sufficiently advanced in character." — Ellis W. Shuler, Dean of the Graduate School.

[38] *Stanford University.* "Any course approved by the professional school concerned is acceptable to the Committee on Graduate Study." — E. C. Franklin, Dean of Graduate School.

"We don't attempt to distinguish. Each group for the A.M. has first of all certain requirements of that group to be met; after that, under free electives, *anything* may be included which the student thinks it to his advantage to take and his major advisor approves of his undertaking." — Elwood P. Cubberley, Dean School of Education.

"Certain law courses are regularly accepted by other departments as part of the training of their candidates for the Master's degree. This is particularly true of the Department of Economics and Political Science. In answer to your Question 5, I may say that there are certainly courses in the Law School of such a character that they would hardly seem appropriate as part of the course of a candidate for the degree of Master of Arts in other departments; but on the other hand there are a number of courses which have a distinct cultural value and which ought to be useful for a citizen in any walk of life." — M. R. Kirkwood, Dean of Law School.

[39] *Syracuse University.* "The answer 'yes' for question 5 requires modification. In some cases a professional course is regarded as suitable in fulfilling the requirement (in part) for the M.A. degree if the candidate has gained the A.B. degree; e.g., courses in Education. Really it is a matter of more or less arbitrarily dividing sheep from goats following the practice in undergraduate work. Of course we recognize that the goat of today may become the sheep of tomorrow, but so long as it pulls carts it is a goat. When it begins to supply wool and mutton it is accepted as a sheep. Phonetically B.A. and M.A. describe a sheep better than a goat. A curriculum committee in the Liberal

Arts College passes upon courses offered for the A.B. degree and in the Graduate School the Executive Committee or Graduate Council does this. We have of course shown the conservatism of schools of our class, nevertheless we try to live up to the policy that all courses in the University are to be considered as part of the resources of the Graduate School to be prescribed or allowed as any individual case seems to require. It is conceivable that a course in the theory of music or in applied music; a course in advertising, journalism, contracts, or even a clinical course in medicine might be allowed or even prescribed for a candidate for the doctorate if it would strengthen his course in general. In case of the M. A. degree the candidate is held pretty closely to a major in the field of his undergraduate major. Even here, theoretically the students' Advisory Committee could prescribe a course of a professional or vocational nature." — William L. Bray.

"We have never attempted a classification, but in rambling talks on the matter; the former, courses of a broad outlook and wide appeal, as Jurisprudence, International Law; the latter, courses that are technical, of use only to the practitioner, as Searching and Examination of Titles, Measure of Damages." — Frank R. Walker, Dean of College of Law.

[40] *Temple University.* "We have never allowed credit for work done in professional courses, and in the future this policy will undoubtedly be retained. The degree of Master of Arts has been historically conferred only upon those who have specialized in the accepted fields of learning.

"Vocational and professional courses should have their own degrees." — James H. Dunham, Dean, College of Liberal Arts and Sciences.

"Concerning our practices in connection with the administration of the requirements for the Master's degree, I will say that Teachers College confers the professional degree of Master of Science in Education. If you want information regarding the organization of work for the Master of Arts degree, I shall be glad to refer your questionnaire to the Dean of the College of Liberal Arts." — George E. Walk, Dean, Teachers College.

[41] *Tufts College.* "In general, most professional schools are not Graduate Schools; therefore, the courses should not be considered as acceptable for the degree of Master. It is, however, true that

many of the courses given in professional schools could be so given that they would meet the demands of graduate work, but the fact is at present they are not so given. I note from the questionnaire you use the terms 'too technical or too highly vocational.' There is in this connection a certain misunderstanding in regard to what is technical and what is vocational. Greek is highly technical from one point of view, but its study is generally advocated as being cultural, and certainly the study of Greek has proved for some individuals most liberalizing. There is intrinsically no reason why a course in a graduate professional school should not be accepted for any advanced degree, if it contributes the appropriate amount of information, discipline, and culture." — Stephen Rushmore, Dean of Medical College.

"We do not attempt to make this distinction. Soon the scientific and laboratory courses of the medical school will be given in the college (University) and may count for the M.A. degree along with other scientific courses." — A. B. Goodale, Head of Department of Education.

"As a matter of fact, we make no such distinction. Courses in all collegiate departments may be considered vocational for those who are preparing to teach them. Members of our professional schools are studying for professional degrees only. I see no good reason why courses in religion and theology should not be open to students in the Graduate School. Naturally, they could not count for a second degree also. All the members of our Graduate School teach in the College of Arts and Sciences. Naturally, the courses offered are advanced courses in their departments. Our graduate students must specialize. They may take courses in at most two departments and these must be allied. A. B. standard is required." — H. V. Neal, Dean of Graduate School.

[42] *Tulane University of Louisiana.* "We discriminate between M.A. and M.S. to permit certain courses in chemistry — especially biological chemistry, offered in the professional school to count towards an M.S. As you will see from our bulletin we now offer the M.S. and Ph.D. degrees in medicine." — John M. McBryde, Dean.

[43] *Union College.* "Union College does not award the M.A. degree in course. Our graduate courses are confined to electrical science and the only graduate degrees awarded are: M.S. in E.E.,

M.S. in C.E., M.S. in Chemistry and M.S. in Physics." — Frances Travis, Secretary to Dr. Barnes.

[44] *University of Akron.* "All our graduate courses are accepted by the Liberal Arts College. Courses in Engineering School not accepted except as they apply to the field of Teaching." — W. J. Bankes, Dean Teachers College.

[45] *University of Arizona.* "With regard to permitting a graduate student to take and apply towards his cultural graduate degree credits for courses of study taken in professional schools, I have what might be called a double-barrelled opinion. I do not believe that a student seeking the regular cultural advanced degree (M.A., M.S., Ph.D.) upon the foundation of the regular cultural bachelor degrees should be allowed to take either his Major or Minor in any of those fields of study ordinarily designated 'professional' (law, medicine, etc.). I do, however, believe that such student might well be allowed to include in his general course of advanced study a course or two of 'professional' study. I can speak with reasonable assurance, of course, only with respect to my own profession, the law. I cannot conceive, as a graduate of the cultural college as well as of the professional school, of any course of study that will give to the student greater returns in the way of mental development and practical cultural benefit than will the course in Constitutional Law or the course in Torts, while there are several of the property courses as well as the fundamental course in Contracts that would also contain for and give to the student great similar returns. I have felt for many years that our colleges and universities have failed to function effectively in the production of the cultured *citizen* by reason of the fact that there has not been included in the cultural course of study some of the technical law courses to be taught from the standpoint both of technical law and of the profound social philosophy that underlies the law. A start in that direction might well be made in constructing the graduate course of study." — Samuel M. Fegtly, Dean College of Law.

[46] *University of Arkansas.* "Our catalog states, 'The degree of Master of Science will be conferred for graduate work of which the major portion has been done in agriculture, education, or home economics. For work in other subjects the degree of Master of Arts will not be conferred. Students majoring in natural science

may, however, at their option, receive the degree of Master of Science.'" — Alfred E. Lussley, Chairman pro tem. Committee on Graduate Study.

"May I point out that we feel that a course of vocational value for one man would be of cultural value for another. If that be granted — does the course lose its cultural value if it be taken for vocational value?" — J. R. Jewell, Dean of College of Education.

"Our Master's Degree is based upon a college major in the candidate's chosen field. The work must be of advanced nature and ordinarily leads to a research problem for the thesis. We have had some very high grade work done in the Medical School." — Edward J. Moon, Chairman of Committee on Graduate Study and Degrees.

[47] *University of Chattanooga.* "I firmly believe there are courses listed in professional school curricula which have a definite cultural and disciplinary value and which could well be accepted toward a Master's Degree." — P. L. Palmer, Dean.

[48] *University of Chicago.* "No such distinction in general. All graduate courses require a certain quality of work. The only exception is in the case of elementary courses in Homiletics and Public Speaking which may be counted on D.B. but not on A.M. degrees." — Shailer Mathews, Dean of Divinity School.

"The Master's degree is not offered in Rush. Under separate cover I am sending you announcement of the Medical Schools and of the Graduate Schools and Colleges of A.L. and S. of the University of Chicago, in which you will see that the Master's degree is offered in the Graduate School of Science of which the Medical School is a part. The requirement for the Master's degree is nine majors of work after full admission to the Graduate School, the work being approved by the department in which it is done and the dean. It is often given for work in the so-called 'medical departments.' The Chairmen of these departments do not accept work offered for the M.D. degree in full satisfaction of the requirement of nine majors for the Master's degree. The practice of departments differs somewhat, but four majors is the maximum which is ever accepted for both degrees. In the coming year the requirement for the M.D. degree offered in the Graduate School of Medicine will be defined and there is likely to be some change in

the practice now being followed." — B. C. H. Harvey, Dean of Medical Students.

"Our Graduate School of Education is a Department of the University Graduate School of Arts, Literature, and Science, and higher degrees, namely, the M.A. and Ph.D., are administered through the University Graduate School. Consequently, all of our professional courses are accepted toward either a Master's or a Doctor's degree.

"We give no professional degrees, although the matter has been discussed from time to time. I think our point of view in regard to professional degrees might be explained by the statement that we believe the best professional preparation is the type of research training both through course and through dissertation requirements for our Master's and Doctor's degrees." — G. T. Buswell, Secretary of the Department of Education.

"In this institution the Master's degree is taken in one department but courses in other departments are acceptable, if approved by the department in which the degree is to be taken. After being admitted to candidacy (and this is done only after a quarter's residence in the Graduate School) the student plans his program of courses. The subject of his dissertation must be approved by his department before admittance to candidacy. The subject is always one that belongs specifically to the field of the department. For example, it would not be in Medicine, but in some specific branch of medicine; not in Theology, but in some special department of theology, and so forth." — Gordon J. Laing, Dean of Graduate School of Arts.

[49] *University of Cincinnati.* "The Graduate School of Arts and Sciences includes work offered in all the colleges which are considered to be proper for the M.A., M.Sc., and Ph.D. In other words, the Dean of the Graduate School is dean of all graduate work given in the University referrable to what may be called the arts and sciences. In addition, any professional school may institute courses of a professional character for graduate students leading to a professional degree, e.g. the degree of Master of Arts in Education, etc. Whether a course is of a professional character or not and so admissible to the Graduate School is determined by the faculty which decides on any doubtful cases." — Louis T. More, Dean of Graduate School of Arts and Sciences.

"So far as I know, the heads of the departments throughout the University certify to the graduate dean the courses he desires. There has been no method of scrutiny for all courses. The College of Education began this fall to conduct its own graduate professional work, still maintaining a Department of Education in the Graduate School of Arts and Sciences for some of its non-professional graduate courses. Our College of Education now recommends for its own degrees, and is giving the M.A. in Education and Ph.D. in Education. I incline to the opinion that all professional schools should give their own advanced work and degrees as professional graduate degrees. Chapter and verse for such belief are frequently found." — L. A. Pechstein, Dean of College of Education.

[50] *University of Colorado.* "The decision is based upon whether the subject is a body of fundamental knowledge or is strictly technical. Another way of looking at it is this. If the subject deals with fundamental knowledge in a manner and with a scope that might just as well be (and in fact often is, in some universities) taught in its College of Arts and Sciences it is acceptable. For example, the fundamental medical sciences of Anatomy, Physiology, Biochemistry, Bacteriology, Pathology, etc., are just as acceptable from a Medical School as they are from a College of Arts and Sciences. Mathematics, Chemistry, Physics, Mechanics, Thermodynamics, are just as good from an Engineering School as from the College, assuming of course that they are courses of graduate work. If a student has the B.S. degree we usually give the M.S. and we do also if the emphasis of his work is on the applied side even if he holds a B.A.

"Answering question seven:

"When you have the right kind of instructors and the right point of view, scholarly work is scholarly work in professional schools as in other parts of the University. The Graduate School should embrace all departments of the University and its spirit and methods should permeate advanced instruction everywhere. If a student's undergraduate work has been in a professional school such as Engineering his next degree will be Master of Science rather than Master of Arts. The same is true of Medicine if he has only the M.D. and not a college degree also.

"From my point of view a distinction should be made between

the 'teacher M.A.' and the 'College M.A.' What I mean is that in Education where a student takes nearly all professional courses and very little subject courses like History or Mathematics, there should be a distinction in the degree granted for such work and that given for work say in Mathematics supported by Physics. One degree represents professional attainment and the other subject attainment. However, this question has been before American universities a long time and has been much discussed without any adequate solution being reached. It is the only point in which I think we are open to criticism concerning the suitability of the degrees awarded. So far as I know all universities recognize the problem but continue to grant the same degree for the two kinds of work in this case, since the Association of American Universities has been unable to recommend a better procedure." — Oliver C. Lester, Dean of the Graduate School.

"We do not distinguish between vocational and cultural courses. For example, our courses in Contracts and Bills and Notes have a cultural value, and at the same time a vocational value to, say, the M.A. candidate who expects to be a banker. The same with respect to other courses offered by us to graduate students with possible exception of Constitutional Law, which is perhaps of little vocational value except to the lawyer. We have no graduate courses for law students. The following courses in Law are offered as minors to students in the Graduate School of the College of Arts and Sciences: Irrigation and Water Rights, Mining Law, Law of Contracts, Corporation (Private and Municipal), Constitutional Law, and Bills and Notes." — John D. Fleming, Dean of Law School.

[51] *University of Denver.* "We believe the work for the Master's degree should be done in the cultural subjects. In the Commerce School certain courses, such as Finance, which are also offered in the College of Liberal Arts, and which in the Commerce School are given by one of the Professors of College of Liberal Arts, we will accept, but we limit the amount to ten semester hours of the thirty required for the degree. In the case of the Iliff School of Theology, if a student is majoring with us in Religion, we will accept ten hours of the thirty required, from the Iliff School, but these must be in the same or a related field; if the major is in Education, we will accept ten hours from Iliff in Religious Educa-

tion, or a related subject. The Graduate Committee in certain cases will accept a maximum of six semester hours of work done in another Graduate School, provided it is in the major field or a related subject. We do not believe the courses taken in Professional Schools, such as Medicine, Law, etc., should be accepted for the M.A. degree. I can see a difference in Theology, and Education." — D. S. Duncan, Dean.

[52] *University of Detroit.* "We would consider courses acceptable which are really advanced courses of similar courses offered in Arts and Sciences, f. i. of Chemistry, Physics, Biology, International Law, etc., but not such courses as are strictly vocational, as Accounting, Drawing, etc." — J. Jos. Horst, S. J., Dean of Arts and Sciences.

[53] *University of Dubuque.* "The degree of A.M. in Theology is conferred on candidates having completed eight units of work in the major, equal to 20 credits, and four units in the minor, equal to 10 credits. Twenty-two and one-half of these credits must be made in residence.

"The degree of Ph.D. in Theology is conferred on candidates having completed sixteen units of work in the major, equal to 40 credits; and eight units in the minor, equal to 20 credits. Of these credits 45 must be made in residence." — Walter Barlow, Dean of the University.

[54] *University of Florida.* "We try to distinguish by the degree; cultural subjects lead to M.A., pure science to the M.S. We also give the M.A. in Education, the M.S. in Education and the M.S. in Agriculture. So we might give (but do not as yet) the M.S. in Engineering." — James M. Anderson, Head of the Graduate School.

"The course is recommended by the student's head professor and passed on by the Committee on Graduate Studies. Your problem is not acute here, because our facilities for graduate work are limited, the number of students is small, and most students take work in science for the M.S. degree." — Harry P. Trusler, Dean of College of Law and Member of Committee on Graduate Studies.

[55] *University of Georgia.* "For M.A. the major course and at least one of the two required minor courses must be selected from the departments of Philosophy, Education, History, Political

Science, Economics, Rhetoric, English Literature, the English Language, German, Latin, Greek, Romance Languages, Mathematics." — W. H. Bocock.

"There is unfortunately no method. Fortunately the course usually taken has cultural value: Elementary Principles; Constitutions; Contracts." — Sylvanus Morris, Dean of the Law School.

[56] *University of Idaho.* "In the School of Education, we confer the M.S. (Ed.), and not the M.A. A candidate for an M.A. degree in the College of Letters and Science may take Education as a minor. This is very frequently done. We do not make much account of the distinction sometimes made between cultural and vocational subjects. The degree is determined mainly by the school in which it is given. For example, geology is a proper subject for the College of Letters and Science to give, but in this institution, all the geology work is done in the School of Mines, and if a student wished to take a Master's degree in that subject, he would take it in the School of Mines. His degree, of course, would be M.S." — J. F. Messenger, Dean of School of Education.

[57] *University of Illinois.* "Any department offering graduate and advanced undergraduate courses may have such courses accepted towards the Master's degree." — C. S. Chadsey, Dean of College of Education.

[58] *University of Iowa.* "Initiative lies in departments; the Dean reviews and his approval is necessary." — C. E. Seashore, Dean of the Graduate School.

"I may say that my personal opinion is that we have in the College of Medicine certain courses which while they may not be classed as humanities are certainly cultural courses. I have in mind especially the courses in infant feeding, in dietetics and in biochemistry. I am not certain that from the way the work is done in the University Hospital here that these subjects should not be classed as humanities. Science here is dealing with the human organism." — L. W. Dean, Dean of College of Medicine.

[59] *University of Kansas.* "If you will look through the list of courses in the Graduate Catalogue which has been sent to you, you will see that certain courses in the Schools of Medicine, Education and Engineering, are open to candidates for an M.A. degree. At present none from the Law School are accepted. All courses

for which graduate credit is desired must be presented to the Administrative Committee of the Graduate School for their approval.

"I do not know of any sure test which you can apply to a course and say that one is cultural and the other is vocational. As an illustration I have seen courses offered by departments in the so-called humanities in the college which were more technical and less cultural than most of the ones offered in science and vice versa.

"One of your questions under 5 has been partially answered as follows: A candidate cannot offer more than ten hours of work, which would apply upon a medical degree, towards the M.A.

"I regret that I cannot give you the absolute information desired. I am inclined to think, however, that I would leave the question of a course not to the department alone, but to a committee of men familiar with the ideals and standards of graduate work." — F. B. Dains, Acting Dean of Graduate School.

"All of the courses in the first and second years of the School of Medicine are acceptable for the M.A. degree. The clinical subjects offered are considered merely vocational." — O. O. Stoland, Secretary of the School of Medicine.

"I have been much interested in your questionnaire and in the problem which lies behind it. I am sure that you will agree with me that the real question which is involved is that of an intelligent comprehension of the basic objectives of education. In my opinion, the distinction between cultural and vocational is a medieval one quite unworthy of any modern conception of American education. Anything is liberal education which expands the ability of the individual to meet the facts of life squarely and effectively and to render to humanity some adequate service. Personally I recognize no such distinction. All learning is worthy of recognition when it improves the living power of a human being, i.e. the ability of the individual to make adequate responses to the world or cosmos in which he lives. 'Cultural' is too often merely the attribute of a parasitic leisure class rather than that of a real man or woman." — R. A. Schwegler, Acting Dean of School of Education.

[60] *University of Kentucky.* "All courses offered must have the approval of the major professor. He may accept such professional

courses as he considers related to or supporting the major work." — W. D. Funkhauser, Dean of Graduate School.

[61] *University of Louisville.* "The courses in our schools of law, medicine, engineering and dentistry are all undergraduate courses and can not, therefore, be acceptable towards a Master's degree.

"It seems to me that the basic principle in conferring the Master's degree should be that the degree be conferred by the University only on the recommendation of the faculty of the school in which the major studies are pursued. Therefore, the Master's degree in medicine, law and other fields, if the school gives graduate courses, should be conferred by the faculties of those particular schools and not by the faculty of the college of liberal arts.

"In the case of the University of Louisville, certain courses in the professional schools may be elected by students in the College of Liberal Arts towards their baccalaureate degree. For the reasons mentioned above none of those courses counts towards the Master's degree.

"Courses in which the content in one of the great fields of learning (science, languages, history, history of philosophy and social sciences, and mathematics) is emphasized and not the method of its presentation, might be considered worthy of M.A. credit provided that they were advanced courses with elementary courses prerequisite for their study.

"If the professional schools give only undergraduate work, the question of credit towards the M.A. degree can not arise. If the professional schools give graduate courses and the stress is placed on the content of those courses and not on the method of presentation or their technical application, I see no reason why such courses should not be counted towards a Master's degree. If the major studies, however, are pursued in the professional schools, the degree should be recommended by the faculties of the professional schools and not by the faculty of the college of liberal arts." — John L. Patterson, Chancellor Emeritus.

[62] *University of Maine.* "We have in addition to our College of Arts and Science Colleges of Agriculture and Technology. Each course for the Master's degree is approved in advance and all the courses offered must have a demonstrable relation to the general purpose of the candidate. The candidate never has a free choice even of courses eligible to graduate credit. This seems to give

us sufficient control." — George P. Chase, Dean of Graduate Study.

[63] *University of Maryland.* "All courses of graduate grade are assumed to be of graduate grade whether cultural or vocational. The student's major is largely the determining factor in deciding whether the M.A. or M.S. should be given. Students majoring in education are granted the M.A." — H. T. Catterman, Associate Dean of College of Education.

"We are also anxious for help on this point. So far the problem has not been a serious one with us as our professional schools (Law, Medicine, Dentistry, Pharmacy) are located in Baltimore and most of our graduate work has been confined to the Colleges located at College Park. We confer the degree of Master of Arts only upon students who major in Education or in Liberal Arts subjects. The degree of Master of Science is conferred when the student's major interest is in the field of science. However, the standards and general requirements for the two degrees are the same." — C. O. Appleman, Dean of the Graduate School.

"Personally, the writer feels that the usual course of study taken by a student leading to the LL.B. degree does not include courses which, as given, should be acceptable towards the degree of Master of Arts. A majority of law students choose those courses which are strictly vocational and pursue them strictly from a vocational point of view. I am inclined to believe that, so far as courses in law are concerned, the distinction to be made is not so much in the subject matter of the course as in the manner in which it is approached and studied. I can illustrate my meaning with the subject Constitutional Law. Its subject matter is at once highly cultural and vocational. But we do not give credit towards the law degree for a course pursued in some graduate school, even though the material used in the course be the same. Nor do I think the course given in a Law School should be given full credit towards the Master's degree. Perhaps my objection is suggested more in item 7 of the questionnaire than in items 5 and 6. I have less hesitation in agreeing with the practice of some of our best schools in awarding the A.B. degree on the basis of three undergraduate years and the first year of law. But I am not in sympathy with the practice of allowing the same work to be accepted for credits towards the two degrees where the Master's degree is

involved." — R. H. Freeman, Assistant to the Dean of the School of Law.

[64] *University of Michigan.* "Courses taken for a professional degree cannot also be counted toward a M.A. degree. Courses not counted for the professional degree may receive credit for the M.A. degree. We make no distinction between professional and cultural courses." — Ruth A. Rouse, Secretary to Alfred H. Lloyd, Dean of the Graduate School.

"All candidates must take at least half of their work in one field of specialization and the other may be in two related fields. There is no discrimination against Education or other professional subjects." — A. S. Whitney, Dean.

"The University does not differentiate definitely between cultural and vocational courses. All courses if properly given are cultural, and practically all courses can be made vocational. It is the character of the work and not the name of the course that differentiates between graduate and undergraduate teaching." — Hugh Cabot, Dean of Medical School.

"Any law courses which are concerned with the technique, or with merely commercial subjects, such as Sales, Bills and Notes, and Property subjects, are excluded. Subjects of general importance to American citizens, such as Constitutional Law, International Law, Jurisprudence, Administrative Law, Roman Law and the history of legal institutions, have been accepted as cultural. The professional atmosphere of the University Professional schools does not disqualify the courses of these schools for inclusion in the requirements for the M.A. degree. It is the question of a particular course, and the ability of the non-professional student to understand it, which are significant. It seems to me that the element of the so-called 'professional atmosphere' should be excluded from consideration, if the professional schools are properly run. The distinction between professional and non-professional studies in graduate work is certainly breaking down rapidly. I do not know why the candidate for advanced degrees, who is studying with the idea of becoming a teacher or a writer, a chemist or a physicist, should be regarded as any less professional than the student in the older professions like those of law, medicine and theology. It was certainly true until recently that practically law schools were not only professional, but they were dogmatic,

narrow, and not particularly cultural. That is still true of some law schools, but in the better law schools the spirit of intellectual inquiry and the cultural influences are quite as pronounced as in any other department of the university. Consequently, it seems to me that any course offered in a modern law school may be taken and studied in a cultural way, but it is also true that some of these courses are necessarily so technical as to be less cultural than other studies. Some of the courses, moreover, presuppose a knowledge of fundamental law subjects, which the candidate for the M.A. degree may not be able to take. Such courses should be excluded from his plan of work.

"To take a subject that would be considered purely commercial, like Bills and Notes — if that course is taught with reference to the factual foundation underlying it, the course of trade, the course of merchants, the history of the law merchant, the psychology of thus dealing with Bills and Notes, it may be as cultural as a study in fine arts or the prosecution of some minute study in biology.

"It is to some extent due to the fortuitous fact that law in England was for generations taught only in the Inns of Court and with purely professional interests, that kept it for a long time out of the curricula of English universities. As you may know, the first break was made when Blackstone was appointed Vinerian Professor of Law and gave what was, for the time, a great and cultural course of lectures, which became the basis of his celebrated Commentaries.

"Almost from time immemorial law was a chief ingredient in the instruction in European universities; and as I understand it, the law schools and the theological schools in the middle ages, especially in Italy, kept alive the torch of learning more than any other departments in the institutions of that day. Law was at first taught very badly in America, and it is perhaps the fault of the legal profession and of the poor law schools of an earlier day, that law has been looked at somewhat askance, at least until quite recently. But legal education has now made such advances that continued treatment of law as a non-cultural subject, by American universities, will be a reflection upon those universities rather than upon the good law schools." — Henry M. Bates, Dean of Law School.

[65] *University of Minnesota.* "I take it that some one thinks the M.A. has some specific connection with a cultural training and is fighting the battle to retain it as he once fought for the B.A. Perhaps it is to be regretted but that battle is over and minor rearguard skirmishes can not change the result. We give the M.S. in the more strictly technical subjects, otherwise the M.A. in geology or anatomy, etc.

"No distinctions between courses taught in Colleges of Arts and Sciences and those taught in Professional Schools are possible if both are taught by trained scientists. Our best physiological chemist is on the Medical School budget; our best bio-chemist is in the Agricultural College, etc." — Guy Stanton Ford, Dean of Graduate School.

"We seldom give the M.A. degree for graduate work in Medicine or the medical sciences, the usual one being the M.S. But both are supposed to have equal value from the disciplinary and intellectual standpoint. So far as the M.S. degree is concerned it is our custom to consider the medical sciences on a par with the other sciences and the fact that they are offered in the Medical School has no effect upon credit for the advanced degree. I think the same is true of the M.A. degree when a student applies these sciences toward that degree under the rules which govern it. You probably know that we go even further and give the M.S. and Ph.D. degrees in clinical subjects to those who work in accordance with the rules of the Graduate School with majors in such departments." — E. P. Lyon, Dean of the Medical College.

[66] *University of Mississippi.* "The M.A. degree, at the University of Mississippi, pre-supposes a Liberal Art degree of A.B. or a B.S. degree containing a considerable amount of English, Foreign Language, and in addition, special work in science; however a student, if his other work is satisfactory, may be allowed to take Education as one of the subjects leading to this degree." — Alexander L. Bondurant, Chairman of Committee on Graduate Studies.

"We have not had to grapple with this question partly owing to the fact that our professional degrees are largely undergraduate and not graduate. In medicine we give only two years of professional work. There is no tendency here to depreciate the character of professional courses provided the instructors are adequately

prepared scholastically for the work they are doing." — Alfred W. Milden, Dean of College of Liberal Arts.

[67] *University of Missouri.* "No line of distinction is drawn. We grant only M.A. and Ph.D as higher degrees, whether the student's work lies in Arts, Medicine, Education, Journalism, Engineering, or Agriculture. Accordingly, there can be no line of demarcation between vocational and cultural courses." — Walter Miller, Dean of the Graduate School.

"We make no such distinction. The primary characteristic of a graduate course is that it is scholarly — taught by a real scholar — and based on a foundation of undergraduate courses. The course might be on 'Making Hog Cholera Serum' and still meet standards of scholarly work." — M. G. Neale, Dean of School of Education.

"This question is determined finally by the decision of the Graduate Committee but is decided in general by conference between the Dean of the Graduate School and the Dean of the School of Medicine. There is no absolute rule that may be applied to all courses in the determination of whether they are simply vocational or have cultural content to make them worthy of M.A. credit. Students majoring in biological sciences may elect for subject of thesis a subject in pathology or physiology. Professional courses in materia medica or in clinical pathology, for example, are not looked upon as proper courses to have credit for the M.A. degree. In these matters we have had no difficulty up to this time in reaching conclusions entirely satisfactory to both Graduate and Medical Faculties." — Guy L. Noyes, Dean of School of Medicine.

[68] *University of Montana.* "The adviser and the chairman of the graduate committee pass upon the schedule of courses of each student. It is a matter of their opinion as to what should be included. We have no clear standard of discrimination on the point of question 6. As a rule the minor courses can be chosen by the student in any department or school." — J. E. Kirkwood, Chairman of Graduate Committee.

[69] *University of New Hampshire.* "A student may get an M.A degree if his major work has been in the departments of English, Languages, History or Political Science. At least five-ninths of his work shall be in the field of his major, and at least one-fifth

in a minor. The minor may be in any department acceptable to the major department head. One-third of the requirements for an M.A. may be met by a thesis in the major field." — Justin O. Wellman, Head of Department of Education.

[70] *University of North Dakota.* "A student with B.A. or B.S. degree before he enters Medicine (or before he begins the second year of Medicine) may become a candidate for M.S. degree and register in Graduate Department. He may use credits in course in proper amounts, as in Anatomy, Bacteriology, etc., for his graduate minors, though others in the class used these credits for B.S. or B.A. The graduate student must pursue work in a major, which may be in any medical, chemical or biological subject. The major must all be work over and above that regularly required in medical curriculum, must amount to 16 semester hours and be accompanied by a thesis." — F. E. French, Dean of School of Medicine.

[71] *University of Notre Dame.* "We have no School of Medicine. A major in Science would lead to the M.S. The College of Arts and Letters, at present, does not permit a major in Science for an A.M. Fine Arts and Education are schools in the College of Arts and Letters, hence students may major in either. Religion is a department in College of Arts and Letters. Historical phases of the Law are, at present, admitted by the faculty of the Arts College. Almost any subject in Commerce might serve as a major." — Matthew Schumacher, Chairman Committee on Graduate Studies.

[72] *University of Oklahoma.* "We do not, of course, allow a student to count the same work for a Master's degree and for a professional degree. For example, a student in Medicine must decide whether he is a candidate for the M.D. degree or the M.S. degree. The same course may count for either but not for both.

"In regard to Question 7. It is not clear whether you are making a distinction between M.A. and M.S. work or between Master's degree work in the more fundamental fields (including traditional M.A. subjects and such subjects as physics, and chemistry, etc.) and professional degrees in engineering, business, medicine, etc. We do not distinguish between the M.A. and M.S. degree but we do feel that certain subjects are too technical

for either unless the degree is qualified by the fields in which the work is done.'' — Homer L. Dodge, Dean of the Graduate School.

[72] *University of Oregon.* "It is hard to draw an absolute line. Courses avowedly 'clinical,' 'practical,' narrowly technical, are excluded. Courses of the theoretical or wider historical sort; short courses in which the spirit of science is ascendant, are willingly accepted. A course that is honestly a research course (not a mere gathering of 'information,' but an effort to reach general conclusion) is suitable 'Master's' work, no matter in what 'school' it is given, so long as it fits into the student's major or minor." — George Rebec, Dean of the Graduate School.

"Some of the schools have special degrees of their own such as Master of Business Administration, Master of Fine Arts. The Graduate Council distinguishes between the two classes of work but has no automatic criteria. Work for advanced degrees should show scientific method and be specialized in character." — H. D. Sheldon, Dean of the School of Education.

[74] *University of Pennsylvania.* "Several courses are offered in the fields of Fine Arts, Education, Medical Sciences, and History of Religions but these are not, as a rule, courses in professional schools although they may be given by professors who are also members of the faculties of some of the professional schools. There are no separate graduate schools of Fine Arts or Education, graduate work in these subjects being given in the regular Graduate School. There is no theological faculty. Courses in the History of Religions are given by members of various departments in the Graduate School. The graduate work in Medical Sciences is done under the auspices of the Graduate School by men who are both professors in the Medical School and in the Graduate School. This work is not clinical but research in character.

"In general the professional atmosphere of the University professional schools does disqualify the courses of these schools for inclusion in the requirements for the M.A. degree. For example, in the undergraduate school of Education a course in Practice Teaching is given. No such course is given in the Graduate School although certain courses in vocational education have been open to graduate students. It is somewhat difficult to draw the dividing line. I think I note a tendency to be more liberal toward

recognizing technical and vocational courses but the tendency in this direction has not gone as far here as in many of the Graduate Schools, especially those of the State Universities." — Herman V. Ames, Dean of the Graduate School.

"We have a Graduate School at the University of Pennsylvania, a Medical School, and a Graduate School of Medicine, and I am having sent to you catalogues of these three schools. We limit the size of our First Year Class in the Medical School to 110 students. We increase the size of the class at the beginning of the Third Year to 135 students through the admission of advanced standing students who come chiefly from the so-called two-year medical schools. If we felt we could teach properly more than 110 in our First Year, we would admit more, because we have about 600 applications for admission to the First Year Class. This being true, we have very little room for students enrolled in the Graduate School who may want to take some medical subject towards their Master's degree.

"We give no courses in the Medical School which are also given on the College of Liberal Arts with the exception of, I believe, a course in Bacteriology and one in Histology, but these courses as given in the College are not as advanced as those given in the Medical School, and we would not give credit for one of these courses taken in the College should the student later enter the Medical School. Occasionally a student in the Graduate School will request that he be permitted to take for his Master's degree Anatomy or Physiological Chemistry in the Medical School, and it sometimes turns out that these students are planning eventually to get into the Medical School as regular medical students, and they hope in this way to have such a course taken in the Medical School count toward two degrees. This I do not approve of. I am not so much interested in students in our Graduate School working towards a Master's degree as I am in those working for a Doctor of Philosophy degree. I am always willing to do what I can to arrange for a candidate working for a Ph.D. degree who wants to take some work in the Medical School. We have a Committee composed of two or three men, members of the Medical School Faculty, with a Chairman, who happens to hold the title of Professor of General Physiology, although the head of our Physiology Department is known as the Professor of Physiology.

A student, therefore, in the Graduate School, who wants to take some work in Anatomy or Physiology or some similar subject, goes to the Dean of the Graduate School and is referred by him over to our Medical School Building, where he sees the Chairman of this Committee. The Chairman talks over the proposed work with the student, decides whether he is qualified to undertake the work, discusses with the head of the Department in which the student wishes to work, and then the Chairman reports back to the Dean of the Graduate School as to whether the proposed plan is feasible or not.

"Most of these Ph.D. candidates, however, who take their work over in our School are doing more than merely attending the regularly scheduled courses given to the medical students. If we have room in our course in Physiological Chemistry, let us say, for an additional student or two due perhaps to one or two of the medical students having been excused from the laboratory course, having had the work before, we are willing to then admit to the course in the Medical School, an occasional student in the Graduate School who is seriously interested in taking the work and to profit by it. If you will look at our catalogue of the Medical School, you will see what our requirements for admission to our Medical School are. It does not often happen that a student not intending to study medicine has taken as much work in Physics, Chemistry, and Biology as we require for admission to the Medical School, and, therefore, such a student in the Graduate School without this scientific training is not able to intelligently undertake exactly the course we give our medical students." — William Pepper, Dean of Medical School.

[75] *University of Pittsburgh.* "We distinguish rather as to advancement of course. If it is truly graduate in character we give the Master's degree on it. It may be quite technical. If so, the M.S. degree is given. At the University of Pittsburgh we are very eager to cultivate graduate work throughout the University and we see no reason whatsoever for attempting to make a distinction between graduate work in the purely cultural subjects and that in the professional schools. We hold that the spirit of research is needed throughout the entire fabric of our life and to limit opportunities for graduate study to the so-called cultural fields is to miss, at least in our opinion, a great deal of

the purpose for which graduate study is established." — L. P. Sieg, Dean of the Graduate School.

[76] *University of Richmond.* "The applicant for the M.A. degree must choose courses which are offered in the College of Liberal Arts. In giving a graduate course in the College of Liberal Arts one has a homogeneous group of students all having previously won the B.A. and all pursuing the course for the sake of broader culture. We have only a professional school of law and a school of business administration. The chief attention of the University of Richmond is given to liberal arts courses. The question you raise has not yet given us any trouble. It is not without difficulties. There are those who are willing to lay a broad foundation before going into professional studies. Society needs a few of this type and ought to encourage them by reserving some degrees for this specific purpose. Somewhat the same thing may be said as to the need for safeguarding the B.A. degree. One man takes four years for the B.A. and then four years for the M.D. Another man does two years' work in liberal arts and then four years in medicine and gets the same two degrees. To give such degrees is misleading. But the trend of opinion seems to be in this direction. Some of us still feel that the B.A. and M.A. degrees should be confined to general education and not given for professional studies." — R. E. Gaines, Chairman of Committee on Graduate Studies.

[77] *University of Rochester.* "Until a few years ago The University of Rochester had only the College of Arts and Science. A few years ago we added the Eastman School of Music and more recently the School of Medicine and Dentistry. The last named is practically a graduate school inasmuch as it requires at least three years of college work for admission and it seems probable that very few students would ever be accepted with that minimum. We have as yet had very little experience with the combination of courses in either the School of Music or the School of Medicine with courses in the College of Arts and Science, but we shall certainly be willing to accept *approved* courses in either of those professional schools as fulfilling part of the requirements of our Master's degree. Furthermore I anticipate that we shall have no objection to accepting as a thesis for the Master's degree work in the general fields of medicine or music.

"In reply to question six, I may say that I do not see how any definition could be drawn up which would distinguish cultural from vocational courses; consequently we should make an individual decision about each case which might come up. Every student registered for the Master's degree is required to make out a program in advance which is presented to the head of the department in which he does his principal work and which must be finally approved by me as chairman of the committee on graduate studies." — Charles Hoeing, Chairman of Committee on Graduate Studies.

[78] *University of Southern California.* "The more highly specialized and technical courses cannot be used toward the A.M. degree — limited number of the less technical and more general courses may be used as subordinate or minor work." — E. S. Bogardus, Acting Dean of Graduate School.

"The matter of courses in individual cases goes to the Graduate Council for determination. Each college has a representative on that council.

"Next year we shall add to that offering a course in Philosophy of Law and a course in the problems in Conflict of Laws, II. (public and private). Several of the courses offered to undergraduates are also regarded as proper for graduate work as administrative law." — Frank M. Porter, Dean of Law School.

"You will note that the professional schools administer graduate work under general regulations of the Graduate Council." — L. B. Logan, Dean of the School of Education.

"A very careful classification is made between 'cultural' and 'technical' courses in professional school curricula, the 'cultural' courses being offered in Liberal Arts for all degrees and the 'technical' courses for professional degrees only. The Schools and Colleges of this University are so related in campus location, interlocking professorships and cross listing courses, as to make complete segregation both undesirable and impracticable. Economic and university organization and administration make our present relationship between Schools and Colleges entirely wise and advantageous. We aim at the development of a unitary university atmosphere while giving due heed to the development of a proper professional school spirit." — John F. Fisher, Dean of the School of Religion.

[79] *University of South Carolina.* "The School of Education is an integral part of our academic organization and education courses count in all academic degrees. Some law courses count for A.B., but none for A.M. There are two Theological Seminaries in Columbia. We allow credit for one minor for an advanced course in the Seminary to apply on the A.M. degree requirements." — W. S. Carroll, Dean of Graduate School.

[80] *University of South Dakota.* "It appears to be against the policy of the faculty of Arts and Sciences to give credit for any courses taken in the professional schools towards an M.A. degree. Personally I believe this is the wrong attitude to take. There are many courses in professional schools which have both cultural and disciplinary values equal to or greater than any courses offered in the College of Arts and Sciences. In nearly all of the colleges and in nearly all of the universities in the country, so far as I am aware, offering a professional course in law, it is now possible to obtain both the Arts and Science degree and the law degree in six years, and many of the Arts and Science colleges allow credit towards and Arts degree to the extent of a normal year's course by accepting credits taken in the first year of the law school, thus dividing the time equally between the college of Arts and Sciences and the College of Law. This is proven to be a rational step and in so far as I know has never been repudiated by any institution after being once adopted. Why should not the principle of this rule be applied in the granting of an M.A. degree?" — Maurice McKusick, Dean of School of Law.

"Education comes under the College of Arts and Sciences. All advanced courses count toward M.A. credit. We have had a few students who did their thesis work in physiology, most of which work was in the Medical school. There is some opposition to this and I doubt if the practice will be continued." — Wm. H. Batson, Chairman of Department of Education.

"The Graduate Council by special action is allowing students in the Medical School who have presented the B.A. or B.S. degree to obtain a Master's degree with a major in Physiology and a minor in Histology and Embryology. We are very careful to hold them to this especial list of subjects. The courses above mentioned are to our mind the only cources in the first two years of Medical work that can be regarded as Arts subjects as distinct

from the merely vocational ones. Since the above exception is the only one made this question can be answered for the Medical School. We do not believe that the professional atmosphere in the other courses, except those listed, is in sympathy with the type of work required of our other Master's courses." — A. M. Pardee, Chairman of the Graduate Council.

[81] *University of Texas.* "We do not make exactly this discrimination. Some Master's degrees (i.e. in Education) distinctly vocational. Courses in Medicine not generally accepted except for Master's degree in that field." — B. P. Pittenger, Dean of School of Education.

"Opportunities for research in pure science and relation of course to pure science. So far Biochemistry only has been accepted for a major; Bacteriology, Neuroanatomy, Physiology in the Medical School have been accepted as minors." — William Keiller, Professor of Anatomy.

[82] *University of Utah.* "In the requirements for the Master's degree at the University of Utah there is no statement prohibiting credit for professional courses from being counted toward a graduate degree. However, there are courses which would not carry credit toward a Master's degree depending on the department in which the study was conducted. For example, a candidate for a Master's degree in physics would not be allowed to count credit in Power Plant design. But if the student were a candidate for a Master's degree in mechanical engineering credit in Power Plant design might count toward the degree. While a Master's degree in mechanical engineering has never been given at this institution it is possible for such a circumstance to come to pass.

"In the School of Arts and Sciences the degree is earned in a department and not in the school. Here a candidate for the Master's degree in physiology may pursue the same courses in anatomy as the medical students.

"In the School of Education the distinction between department and school is less marked than in the foregoing instance. We allow students in the School of Education to become candidates for graduate degrees and take professional courses in that school.

"Candidates for a degree in economics may take a limited amount of work in the Law School, which at this institution is really a department while designated a school.

"There is nothing in our regulations to prevent a student from becoming a candidate for a Master's degree in law. Obviously the degree of master of arts or master of science would not be given to a student doing graduate study in law.

"Graduate Study at the University of Utah is administered by a committee of five faculty members. The course of study of every graduate student is carefully supervised so that the study may be of an advanced character and in related subjects." — Orin Tugman, Chairman of Committee on Graduate Study.

[83] *University of Vermont.* "Almost any problem in any department can be handled from a cultural standpoint if the professor in charge has that point of view. I could answer this better if I knew your professors. Very few men from the professional school undertake graduate work but those who do are quite as high class intellectually as those of the College of Arts and Sciences. I do not believe it good educational policy to grant the Master's degree for work done in 'so-called graduate courses.' This implies that the student has spent five years instead of four years at the university. My experience with such graduate courses is that they do not differ fundamentally from the undergraduate courses. Some catalogues say for 'graduate and undergraduate students.' It would seem to me that a radical change should be made in the methods used in graduate work. The Master's degree should stand as a reward for superior, independent mental effort on the part of the candidate for that degree. His achievement should be presented in the form of a thesis which should include the results of his independent research in his chosen field and a proper evaluation of those results in the light of all known data as recorded in an historical study of the literature which applies to the problem in hand. The University of Vermont has been awarding this degree along these lines for about 20 years and has been quite satisfied with the type of young men and women who have entered the work and with the theses which they have produced.

"Under this plan a young person could take a Master's degree in any department of any college provided only that the professors in charge were capable of directing research work. I might add provided the professor in charge is not overworked in undergraduate courses. It also excludes the possibility of accepting 'credits' in

courses from other institutions. This is accepted indirectly in that a person who has completed certain graduate courses should be able to prepare his thesis in less time than he would otherwise require. In no case, however, could this be reduced to less than one year." — George P. Burns, Chairman of Committee on Graduate Work.

[84] *University of Virginia.* "All courses included in the Graduate School catalogue are regarded as cultural, being given by members of the Academic Faculty (including the College of Arts and Sciences and the Graduate School) and may be credited toward the Master's degree. We make a fairly sharp distinction between cultural and vocational courses, though there is some overlapping in courses offered in the Department of Education and in the Department of Economics and Commerce. In general, however, the Master's degree at this University is essentially a cultural degree." — J. C. Metcalf, Dean of the Graduate School.

[85] *University of Washington.* "The University of Washington makes practically no difference between so-called academic and professional work toward higher degrees." — Frederick E. Bolton, Dean of School of Education.

[86] *University of Wisconsin.* "In the medical school we believe that a student should do advanced work in some field of medical science outside of that required in the medical course in order to qualify for a Master's degree. We require a thesis." — C. R. Bardeen, Dean of the Medical School.

"Courses dealing with substantive law may be offered as minors or double minors by students who are candidates for the M.A. or the Ph.D. degrees. Practice or adjective law courses not recognized." — H. S. Richards, Dean of Law School.

"We regard vocational courses as cultural, following Dewey, and have, therefore, no difficulty here." — W. L. Uhl, School of Education.

[87] *University of Wyoming.* "Our professional schools, except Education, have not developed to the point where this question has been up for final discussion. It has been raised with reference to 'Political Science' Department and courses in Law. The former is willing to accept course on Constitutional Law as given in Law School." — June E. Downey, Chairman of Committee on Graduate Study.

[88] *Vanderbilt University.* "Such courses as the following are not credited: Courses in technique, such as Homiletics, Pastoral Theology in the School of Religion, Pleading and Practice, Moot Court, Procedure, etc., in the School of Law. In Vanderbilt University we, as a rule, accept for the M.A. degree work from the School of Religion amounting to about half the M.A. course in any subjects except purely technical ones. The thesis, however, must be written as indicated above in Science, Literature, Language, or Social Sciences. We accept a very few subjects from the Law School such as Constitutional Law." — Walter E. Fleming, Dean.

"Courses given by the departments of the Medical Sciences would be considered suitable for credit toward the M.A. degree. Other courses would require prerequisites which candidates for the M.A. degree would not have, and could not be counted toward the M.A. degree." — D. Canby Robinson, Dean of the School of Medicine.

[89] *Washington State College.* "The M.A. degree is given in the School of Education as well as in the College of Liberal Arts. Moreover we give the M.S. degree, which permits use of many courses which might be called 'vocational or technical.'" — C. C. Todd, Dean of Colleges of Sciences and Arts.

[90] *Washington University.* "It is difficult to tell how courses which are 'cultural' are distinguished from 'vocational.' For instance, the other day the Committee on courses of the college refused to approve a course in High School Administration saying it was too distinctly vocational. The Dean of the Graduate School tried to show me that courses for the training of administrators were more distinctly vocational than were courses for the training of teachers — even teachers of Education. It would be interesting to find a faculty who have worked out definite principles for determining the difference between 'cultural' and 'vocational.'" — Frank L. Wright, Head of the Department of Education.

"Courses in the School of Medicine, particularly Departments of Anatomy, Bacteriology and Public Health, Biological Chemistry, Histology and Neuroanatomy, Pathology, Pediatrics, Pharmacology, Physiology, and Surgery, are accepted for credit toward the Master of Science degree. Courses in the School of Business and Public Administration are accepted for credit toward the de-

gree of Master of Science in Business Administration. Students may major in any department that offers graduate work which has been accepted for credit toward an advanced degree. The probabilities are that degrees will be established for technical or professional courses should these departments apply to offer graduate credit. By offering the Master of Arts and the Master of Science degrees, we have covered all cases that have so far arisen. When it is necessary to determine whether or not a course is cultural or vocational the Board of Graduate Studies consisting of nine members passes on the question. Some courses, such as Methods courses in Education, are clearly vocational and are not accepted for credit." — G. W. Lamke, Secretary of the Board of Graduate Studies.

[91] *Wesleyan University.* "We have no graduate school although we give the Master's degree each year to a few men, from four to ten. We do not give the doctor's degree, as this is a college of liberal arts with no professional schools. In the matter of acceptance of outside credits for the Master's degree, I think we should follow the same rule we do for the bachelor's degree. That is, we give no credit for any vocational or professional subjects, and would give credit for work in a professional school only for a course which was parallel to a course we ourselves teach and was conducted in a liberal and not a professional fashion. The amount of such credit that we would give is relatively small. For the B.A. degree a student who completes 60 of the 63 hours may finish the other 3 in a professional school provided, as I say, his course is not technical or professional in nature but corresponds to one of our courses and is conducted from the point of view of liberal arts rather than professional training. The same principle would hold in the matter of the degree of M.A. We require that the work for that degree shall be done in residence, so that gives very little opportunity for acceptance of credits secured elsewhere." — Frank W. Nicolson, Dean.

[92] *Washington and Lee University.* "None — we will accept any course in any subject for M.A. credit if the course is sufficiently advanced and offered in accordance with our regulations. We do not give many graduate courses, however, in law or engineering." — William M. Brown, Professor of Education and Psychology.

II THE ADMINISTRATION OF MASTER OF ARTS DEGREES

The administration of graduate work leading to the degree of master of arts varies with the size of the institution and the scope of its offerings. In general there are five distinct types of administrative organization:

A. The Small College Type. In small colleges of arts and sciences which offer graduate work, there is usually a faculty committee on graduate instruction and degrees. In institutions of this type, the graduate work is largely dominated by the ideals and objectives of the liberal arts college.

B. The Departmentalized College Type. In the larger colleges having strong college departments of English, mathematics, science, Romance languages, history, sociology, psychology, economics, and the like, each with resources adequate to justify the offering of graduate majors, the administrative organization changes from a small faculty committee on graduate work to a graduate division which represents the departments having the largest graduate offerings.

C. The College and Professional School Type. When professional schools begin to develop around types A and B, with aspirations for cultural opportunities for their graduate students, the college machinery proves inadequate to administer with satisfaction the new graduate problems and in one form or another the professional schools find representation on the collegiate graduate committees. The college committees dominate this type when the professional schools are weak or few in number. As these professional schools grow in influence, they secure a larger voice in the control of graduate standards and ideals in the institution.

D. The Graduate School Type. This type usually comes into being by one of two methods. First, in order to control more effectively the graduate work available in the expanding academic departments and the multiplying professional schools on the campus, the graduate committee or division is expanded into an independent school. A graduate school with this origin

is usually *parasitical* in that it lives off of the other departments and colleges without adding to their resources. It is merely a new type of control of existing graduate offerings. In many cases this method of origin produces an administration which transfers to the graduate school the ideals and standards of the liberal arts college. Second, a graduate school may be the result of added endowments designated to foster graduate and research work in the institution. This method brings its own faculty with increased teaching facilities in the form of laboratories, buildings, and teaching apparatus.

A graduate school arising by the first method is often merely a new name for the old collegiate committee on advanced degrees. A graduate school arising from the second method may, because of its academic and economic independence, assume an aloofness from both college and professional school contacts. The first method tends to produce a parasite which feeds upon existing schools and departments; the second method tends to produce an aristocrat which exists apart from other schools and departments. Sometimes the parasite assumes the attitudes of the aristocrat. But neither of these extremes is necessary, and sooner or later in American academic life the graduate school is democratized and the typical structure is a helpful, coöoperative, and standardizing member of the academic community.

E. The Graduate Council Type. This type arises in an institution in which three types of graduate work are available: (1) A college of liberal arts with strong departments having facilities for graduate work; (2) A graduate school, having independent resources for graduate work; and (3) professional schools which offer courses worthy of graduate degree recognition. There is need for the integration, unification, and standardization of these three groups of graduate offerings. This is usually accomplished by means of a graduate council which is made up of representatives from all schools and departments in an institution which offers graduate work of any sort.

In addition to the administrative problems which relate to the size of an institution and the scope of its graduate offerings, there are administrative problems which arise because of the theories of education which control the leadership of the co-öperating schools and colleges. The faculty of an "old-line"

TABLE 69

INSTITUTIONS OF HIGHER LEARNING IN WHICH MORE THAN ONE COLLEGE OR DEPARTMENT CONFERS THE SAME DEGREE

		Faculties granting the M.A. or M.S. degree																					
		College of Arts and Sciences	*College of Education*	*School of Medicine*	*School of Journalism*	*School of Music*	*School of Physical Education*	*School of Sociology*	*College of Engineering*	*College of Agriculture*	*School of Divinity*	*School of Commerce*	*Library School*	*Department of Practical Arts*	*Department of Pure Science*	*Department of Political Science*	*College of Science*	*College of Arts and Letters*	*The Graduate School*	*School of Philosophy*
1.	Univ. of Wyoming	×	×																	
2.	Univ. of Oregon	×	×	×	×	×	×	×												
3.	Univ. of Vermont	×							×	×										
4.	University of North Carolina	×	×																	
5.	Univ. of Arkansas	×	×																	
6.	Univ. of Chicago	×		×				×			×	×	×							
7.	Vanderbilt Univ.	×		×							×									
8.	New York Univ.		×																×	
9.	Drake University	×									×									
10.	Columbia Univ.		×											×	×	×				
11.	University of Notre Dame														×	×				
12.	Mercer University	×	×								×	×								
13.	George Washington University		×																×	
14.	Catholic Univ. of America																×	×		×
15.	Butler University	×									×									

college of liberal arts whose educational ideals, and methods are based upon the faculty psychology of John Locke may seek to dominate a graduate situation in which there are professional schools whose educational theories reflect the positions of James and Dewey.

The trend in administrative organization is tersely set forth by Dean Guy Stanton Ford of the Graduate School of the University of Minnesota: "Graduate degrees are not matters for *college* control. Organize a graduate faculty by selecting qualified men from all faculties and departments — disregard college and departmental lines in making a new grouping on a University basis." Another trend is shown in the granting of the M.A. and other graduate degrees upon the recommendation of more than one faculty in the same institution. (See Table 69.)

III MASTER OF ARTS CREDIT FOR PROFESSIONAL COURSES

Table 68 shows the results of an inquiry into the practice of American colleges and universities regarding the accrediting of professional courses toward the completion of the requirements for the M.A. degree. Question 3 read as follows:

> "Are courses offered by the faculties of your professional schools (Law, Medicine, Education, Theology or Religion, Commerce, etc., etc.) acceptable towards the degree of Master of Arts?"

There were 160 replies to this question, 139 in the affirmative and twenty-one in the negative.

Question 4 was cast as follows:

> "May students who are candidates for the M.A. degree in your institution select their major group of courses and write their theses (in case a theses is required for the M.A. degree) in the general fields of Medicine, Fine Arts, Education, Law, Theology, Religion, etc., etc.?"

Of 156 replies to this question, 131 were "yes" and twenty-five were "no." The replies to question 3 show that there is

relatively little objection to courses in professional schools being accepted toward the requirements for the M.A. degree, and question 4 shows that there is relatively little objection to permitting the M.A. student to major in courses offered in a professional school.

Question 5 raised the problem of the academic value of types of courses offered in professional schools. It read:

> "Do you have courses in your professional schools which you consider proper for your professional degrees, but which you would consider too technical or too highly vocational to be acceptable for inclusion in the requirements for the M.A. degree in your Graduate School?"

Of the 129 replies received to this question, 104 were in the affirmative and twenty-five in the negative. The qualifying comments made it quite clear that most of the affirmative answers were due to the technical character of the courses rather than to the vocational or professional character of the contents of the courses. Some of the affirmative answers were due to the presence of courses in the professional school which were too elementary in character to justify graduate rating.

Question 6 sought to elicit the methods in general use for distinguishing between *cultural* and *vocational* courses. It read:

> "If 'yes' in question 5, what method does your institution have to distinguish between courses which are *cultural* and worthy of M.A. credit, and courses that are merely *vocational* and not worthy of M.A. credit?"

Ninety-two typical answers to this question are published in connection with Table 68. A careful reading of these comments will show that the difference in educational practice on this point is due very largely to a difference in the theories of education held by the administrators, and that the great majority of the colleges and universities make no distinction between cultural and professional studies in accrediting courses for M.A. degree recognition. "There is intrinsically no reason why a course in a graduate professional school should not be acceptable for any advanced degree, if it contributes the appro-

TABLE 70

INSTITUTIONS ANSWERING "NO" TO QUESTION 4 IN TABLE 68

	3		4		5		7	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
University of Mississippi	×	..	..	×	×	..	..	..
De Pauw University	..	×	..	×	..	..	..	..
Tulane University of Louisiana	..	×	..	×	..	..	..	..
University of Arkansas	×	..	..	×	×	..	..	..
De Pauw University Dept. of Psy.	..	×	..	×	×	..	..	..
University of Richmond	..	×	..	×	×	..	×	..
West Virginia University	×	..	..	×	..	×	..	×
University of Maine	×	..	..	×	..	×	..	×
Vanderbilt University	×	..	..	×	×	..	×	..
Hamline University	..	×	..	×	..	×	..	×
Carleton College	..	×	..	×	..	×	..	..
Temple University School of Med.	..	×	..	×	×	..	..	..
Des Moines University	..	×	..	×	×	..	..	×
Univ. of Southern Calif. — Grad. Sch.	×	..	..	×	×	..	..	..
Univ. of Southern Calif. — Law Sch.	×	..	..	×	×	..	×	..
Harvard University Law School	×	..	..	×	×	..	..	..
George Washington University	×	..	..	×	×	..	..	×
University of Utah	×	..	..	×	×	..	..	×
University of Louisiana	×	..	..	×	×	..	..	×
University of Denver	..	×	..	×	..	..	..	..
Washburn University	×	..	..	×	..	×	..	..
University of Chicago Med. School	×	..	..	×	..	×	..	×
University of the South	..	×	..	×	×	..	..	..
Bates College	..	..	..	×	..	..	..	×
Catholic University of America	×	..	..	×	×	..	..	..

priate amount of information, discipline and culture," says Dean Rushmore of Tufts Medical College. "When you have the right kind of instructors and the right point of view *school work is school work* in professional schools as in other parts of the university. The graduate school should embrace all departments of the university and its spirit and methods should permeate advanced instruction everywhere." — Dean Lester of the University of Colorado Graduate School. "Any department offering graduate and advanced undergraduate courses may have such courses accepted towards the master's degree."

— Dean Chadsey of University of Illinois. "I take it that some one thinks the M.A. has some specific connection with a cultural training and is fighting the battle to retain it as they once fought for the B.A. Perhaps it is to be regretted but that battle is over and minor rearguard skirmishes can not change the result. We give the M.S. to the more strongly technical subjects, otherwise the M.A." — Dean Ford of University of Minnesota Graduate School.

A few colleges, especially in New England, are willing to recognize certain courses of a prevocational nature provided they are offered by a college of liberal arts within its own non-vocational atmosphere, but they are unwilling to recognize the cultural value of any course offered within a professional school because of the influence of a so-called professional atmosphere.

TABLE 71

ANSWERS OF MEDICAL COLLEGES TO QUESTIONS IN TABLE 68

	3		4		5		7	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
University of Wisconsin Med. School	×	..	×	..	×	..	..	×
West Virginia Medical School . .	×	..	×	..	..	×	..	..
Dartmouth College Medical School	×	..	×	..	×	..	..	×
Univ. of Missouri School of Medicine	×	..	×	..	×	..	..	×
Temple University School of Medicine	..	×	..	×	×	..	..	..
Univ. of Pennsylvania Sch. of Med.	..	..	..	..	..	..	..	..
Tufts College School of Medicine .	..	..	..	..	..	..	..	..
Harvard Medical School	×	..	×	..	×	..	..	×
Vanderbilt University School of Med.	×	..	×	..	×	..	..	×
Northwestern University Med. Sch.	..	..	..	..	..	..	..	..
Univ. of Michigan Medical School .	×	..	×	..	×	..	..	×
University of Kansas School of Med.	×	..	×	..	×	..	..	×
University of Texas Sch. of Medicine	×	..	×	..	×	..	..	×
Medical College of Virginia . . .	..	..	..	..	..	..	..	..
Syracuse University College of Med.	×	..	×	..	×	..	..	×
Washington University Medical Sch.	×	..	×	..	×	..	..	×
University of Chicago Medical Sch.	×	..	..	×	..	×	..	×
Indiana University College of Med.	×	..	..	..	..	..	..	×

TABLE 72

ANSWERS OF LAW COLLEGES TO QUESTIONS IN TABLE 68

	3		4		5		7	
	Yes	*No*	*Yes*	*No*	*Yes*	*No*	*Yes*	*No*
University of Michigan School of Law	×	..	..	..	×	..	..	×
University of Colorado School of Law	×	..	×	..	×	..	..	×
University of Wisconsin Sch. of Law	×	..	×	..	×	..	..	×
Stanford University School of Law	..	..	..	..	..	..	..	..
Univ. of Southern Calif. Sch. of Law	×	..	..	×	×	..	×	..
University of So. Dakota Sch. of Law	..	..	..	..	..	..	..	..
University of Arizona School of Law	..	..	..	..	..	..	..	..
Northwestern University Sch. of Law	×	..	×	..	×	..	..	×
Harvard University School of Law .	×	..	..	×	×	..	..	..
University of Georgia School of Law	×	..	..	..	..	..	..	×
University of No. Dakota Sch. of Law	..	×	..	..	..	×	..	×
University of Florida School of Law	×	..	×	..	×	..	..	×
Syracuse University School of Law .	×	..	×	..	×	..	..	×

Question 7 sought to show to what extent this practice prevails in the United States. It read as follows:

> "Does the professional atmosphere of the University professional schools disqualify the courses of these schools for inclusion in the requirements for the M.A. degree? (For example, is a course in inorganic chemistry offered in the medical college unworthy of M.A. credit, while the same course offered by the college of liberal arts of the same institution receives such credit?)"

Tables 71 and 72 show that the medical and law colleges are practically unanimous in their belief in the cultural value of professional courses. Any opposition to M.A. and Ph.D. work in these professional schools will be due to local conditions and not to the opposition to this type of research in these professional schools. A careful reading of the notes to question 6 of Table 68 will show that the best professional schools believe that these schools can profit greatly by the methods of research represented by the M.A. and Ph.D. degrees, and that the vocational content of courses in these schools is of great cultural value to the general graduate field.

IV THE PRESENT STATUS OF THE M.A. DEGREE

Does the M.A. degree represent just one more year of college work, a "glorified" B.A., with the same emphasis on "concentration" and "distribution"? Should the M.A. degree represent the beginning of research or the end of a general preparation for research? Should the M.A. degree represent only so-called cultural, non-professional work, and be based upon courses similar to those leading to the B.A. degree? Or, has the degree ceased to have any definite status, as would be indicated by Dr. Leonard's statement of the situation at Columbia University? "In this institution the Master of Arts degree may signify (a) a year's work of advanced study beyond the Bachelor's degree; (b) a first year of work towards the degree of Doctor of Philosophy; (c) a year of professional work."

Two quotations, one from Stanford University and one from Harvard University, will indicate the consensus of the opinions on this problem of the institutions replying to the questions summarized in Table 68. "We do not attempt to distinguish between cultural and professional courses for M.A. degree credit. Each group for the M.A. has, first of all, certain requirements of that group to be met; after that, under free electives, *anything* may be included which the student thinks it to his advantage to take and his major adviser approves of his undertaking." — Stanford University. "So far as there is any general principle it is that the courses taken in a professional school must be closely related to the whole program of courses offered for the A.M." — Harvard University. In other words, the courses included in the M.A. degree requirements are determined by the faculty or school in which the student is doing his major work, and not by a dean or committee chairman who observes a set of formal academic regulations.

In general, approved practice requires an affirmative answer to the following six questions before a course may be included in the offerings for the M.A. degree:

1. Is the course of graduate character?
2. Is the course related to other courses in proper sequence and proportion?
3. Is the course taught by a scholar who is master of his particular subject?
4. Is the course taught in a manner which is adapted to the subject and to the objective for which this course has been included in the student's M.A. schedule of studies?
5. Is the student adequately prepared to pursue this particular course?
6. Are there available adequate library, laboratory, clinical, and teaching resources for the proper development of this course?

Under these regulations, much vocational material finds its way into the M.A. and also the Ph.D. degrees. Some institutions grant the M.A. when the courses are general in their application and the M.S. when the courses are highly technical, whether vocational or not. Other institutions grant either a special M.A. or M.S. if the courses are highly technical, or an appropriate professional degree. Rarely is the question of Cultural versus Professional raised in this connection; it is, rather, the question of General versus Highly Technical. In all cases the work must be scholarly.

In general those schools of education that find it possible to include in their A.M. and Ph.D. degrees all of their professional courses do not offer professional degrees in education, while those schools of education which are unable to secure the recognition of all of their professional degrees by the graduate school offer both Ph.D. and Ed.D. degrees. Note the University of Chicago, New York University, and Columbia as examples of the former practice, and Harvard Graduate School of Education as an example of the latter. The University of Cincinnati offers the A.M. in Education and the Ph.D. in Education instead of the Ed.M. and the Ed.D. degrees. Colleges of law, medicine, engineering, theology, and the like have not attempted to include all of their professional and highly specialized courses under the A.M. and Ph.D. captions. They wish to retain the A.M. and Ph.D. degrees as general cultural and research degrees and still use their own specialized professional degrees, M.D., S.T.D., and so on. It is hardly

probable that the A.M. and the Ph.D. degrees will be allocated to the exclusive use of the teaching profession. Each of the major professions will doubtless develop its own professional degrees, and each will find the A.M. and Ph. D. degrees helpful as general cultural and research degrees which supplement the standardized professional degrees. In this interlocking arrangement the M.A. degree will naturally come to take the position which it now holds at Columbia University, namely, (1) a year's work of advanced study; (2) a first year of work toward the degree of doctor of philosophy; or (3) a year of professional work toward a professional degree.

V THE M.A. DEGREE IN BOSTON UNIVERSITY

A relatively small proportion of the M.A. degrees are received by students doing graduate work in the College of Liberal Arts. (See Table 72). The general attitude of the Graduate School Executive Committee is that of custodians of the academic ideals of the College of Liberal Arts. Until two years ago this school, which represented one fourth of the M.A. business of the university, had no representative on the Executive Committee of the Graduate School. The professional schools which furnish two thirds of the students in the

TABLE 73

SHOWING NUMBER OF PERSONS AWARDED A.M. DEGREES BY THE GRADUATE SCHOOL OF BOSTON UNIVERSITY FROM 1920 TO 1928, INCLUSIVE, AND THE NUMBER RECEIVING THE A.M. DEGREES IN RELIGIOUS EDUCATION AND IN THEOLOGY

		Awarded in religious education		*Awarded in theology*		*Total A.M. degrees in religious educ. and theology*	
Year	*Total A.M. degrees conferred*	*No.*	*Per cent*	*No.*	*Per cent*	*No.*	*Per cent*
1920	27	5	18.5	1	3.7	6	22.2
1921	24	5	20.8	0	0	5	20.8
1922	36	5	13.8	1	2.8	6	16.6
1923	67	18	26.8	12	17.9	30	44.7
1924	70	11	15.7	8	11.4	19	27.1
1925	106	24	28.8	12	11.4	36	34.2
1926	117	32	27.3	22	18.8	54	46.1
1927	97	28	28.8	23	23.7	51	52.5
1928	111	31	27.9	20	18.0	51	45.9

Graduate School are inadequately represented on the Executive Committee of the Graduate School, and the faculty of this school feels that its interests are not given sympathetic or intelligent consideration by the Executive Committee of the Graduate School. (See Chart XV.)

The Graduate Committee of this school has repeatedly urged the Graduate School to strengthen its methods for

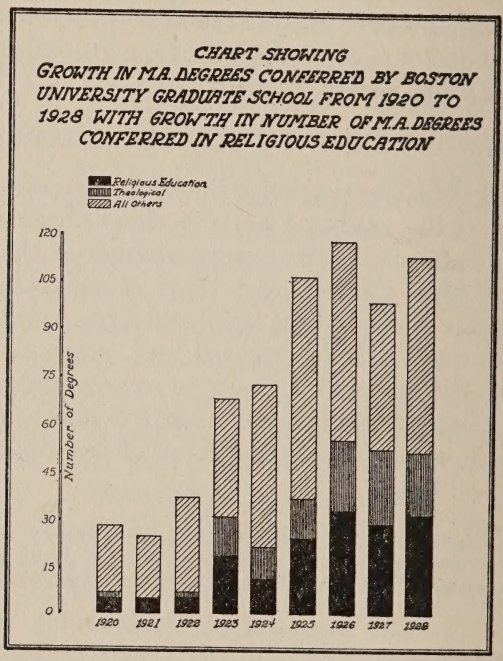


CHART XV

regulating the selection and supervision of graduate courses. Of the six criteria mentioned in this chapter for the regulation of M.A. courses, numbers 2, 4, and 5 are almost entirely neglected here. All these matters are left to a major professor under whom the student writes his thesis. In practice, the major professor does not protect the scholarly or the vocational

interests of the student under the system of supervision now in operation in Boston University. A student coming to Boston University without any previous work in Bible, religion, or religious education may receive the M.A. degree in one year for work done in courses for which the student had no adequate preparation. This school receives these M.A. graduates into its professional courses and finds them poorly prepared to do professional graduate work because the Graduate School had admitted them without regard either to their previous work in the field of their graduate studies or of their future professional graduate intentions. If the Graduate Committee of this school could be granted the power to supervise the M.A. work of students doing work in religious education, it would raise the academic tone of the Graduate School and greatly facilitate the students' later professional studies. A reorganization of the Graduate School in such a way as to give a larger recognition to its professional schools would be in harmony with the general practice in American universities. It now classifies under section one of type D, page 367; it should meet the requirements of type E, page 368.

Boston University School of Religious Education and Social Service has from its inception held

(1) that religion is a major academic discipline worthy of full academic credit as a cultural subject on its own merits regardless of its vocational possibilities; and

(2) that religious education is a field of service worthy of the professional and technical emphasis given the other learned professions.

The foregoing study of the practice of American colleges and universities regarding certain requirements for the degree of master of arts shows that the claims of this school for academic recognition by the Graduate School have been abundantly justified by the practice of the majority of the graduate schools of America, and by the consensus of expert opinion among American educators.

CHAPTER XVI

The Professional Graduate School

I A NEW PROFESSION AND ITS ACADEMIC DEGREES

This school is devoting its efforts to the development of religious education as a profession. It believes that the requirements for this profession should be as high as or higher than those of any other profession. To this end it has strengthened and enriched the undergraduate requirements, and developed long, exacting graduate courses with clinic and laboratory facilities leading to degrees which are distinctive of the field of religious education and equal in content and requirements to other standardized professional degrees.

But is religious education a new profession?

Four factors are involved in every profession; viz.: (1) a definite and *permanent human need*; (2) a well-defined *body of knowledge* appertaining to the permanent human need; (3) *tools, instruments, or specialized technique* by which bodies of knowledge are applied to permanent human needs; and (4) *skill* in the application of technique to special knowledge.

Few would deny that religious education is a vital and permanent human need. Theology, philosophy, metaphysics, psychology, history or religion, ethics, sociology, and the biological sciences have already contributed bodies of knowledge essential to religious education. During the past two decades there has developed a well-definted body of knowledge regarding the development of religion in children and adults, and of pedagogical methods of teaching religion. A very definite technique is being formulated; scales, score-cards, and standards of measurement have been created and standardized for the

purpose of measuring the factors involved in religious education and the processes of religious growth. Already, literally thousands of persons are employed as experts in the application of this specialized knowledge to the spiritual needs of human beings. Almost without our knowing it, a new profession, equipped with all the elements necessary for professional service, has sprung, Minerva-like, into existence.

The new profession is here. The question is: Shall the graduate schools of the land standardize this new profession and make its practice safe and trustworthy?

New professional degrees arise with the development and standardization of new professions. Shall the new profession of religious education have its own professional degrees? The history of the older professions indicates clearly that academic standardization was an essential element in the development of professional standards. What medical colleges have done for the medical profession, colleges of religious education must do for the profession of religious education. It should be made clear to all friends of this new profession that religious education is neither a mere adjunct to a theological course, nor a vocational emphasis which can be secured surreptitiously during a candidacy for the M.A. or the Ph.D. degree.

Boston University School of Religious Education and Social Service is a professional school in which men and women may be trained to practice this new profession with the same mastery of facts, conditions, processes, and materials as men and women practise engineering, medicine, law, theology, or education.

The faculty of Boston University School of Religious Education and Social Service believes (1) that professional interests cannot be adequately expressed through the use of the M.A. and Ph.D. degrees; (2) that the M.A. and Ph.D. degrees have a distinct place as cultural and research degrees of a non-professional character, and that, as such, they will be useful to the field of religious education; (3) that the field of religious education should be recognized as a major profession, essential

to the moral integrity of democracy and the perpetuity of the Church; and (4) that its practice involves a technique too highly specialized to be properly included within the limitations of the M.A. and Ph.D. degrees, and that this new profession should establish for its own use new professional degrees comparable to the B.D., S.T.B., S.T.D., and Th.D. degrees of theology; and the M.D. of medicine.

It would be just as reasonable to abandon the M.D. degree for doctors of medicine and limit the medical profession to the specialization possible within the limits of the M.A. and Ph.D. degrees as it is to ask the practitioner of religious education to limit the amount and character of his specialization to the requirements of a degree which has an entirely different content and objective.

The faculty of this professional school believes that the resources of the school and the volume of specialized knowledge and technique have developed to a point which justifies the granting of the following graduate professional degrees:

Master of Religious Education (M.R.E.), three or more years beyond college graduation;
Master of Social Science (M.S.Sc.), three or more years beyond college graduation;
Doctor of Religious Education (D.R.E.), five or more years beyond college graduation.

An examination of the requirements of these professional degrees will show that they preserve the essential disciplines of the cultural degrees and add in proper sequence courses designed to give the bodies of vocational information, specialized technique, and practical skill required of a successful practitioner.

Students coming into these professional graduate courses will have the equivalent of a liberal arts college training; they will have mastered "the common elements necessary to an intelligent participation in a democratic society" and they may also have pursued certain prevocational courses which

will introduce them to the more highly specialized graduate courses.

Building upon this background of culture and vocational training, the professional graduate school should:

(1) give further training in methods of study and in the technique of handling "second-hand" knowledge;

(2) introduce the student to the methods of research and give practice in organizing and interpreting "first-hand" knowledge, including laboratory, statistical, and historical methods of research;

(3) give background, perspective, and point of view for professional courses. In building this background, it will be kept in mind that all religious and social workers must have a knowledge of human nature, an insight into the nature of society, knowledge of the history, philosophy, and psychology of religion, and knowledge of the church as an institution, including its history, agencies, and materials.

(4) give a comprehensive acquaintance with the matter and method of specific vocations — i.e., *vocational information*; and

(5) develop skill in the application of vocational knowledge to specific cases — i.e., *practitioner's skill.*

II REQUIREMENTS FOR THE DEGREES OF MASTER OF RELIGIOUS EDUCATION AND MASTER OF SOCIAL SCIENCE

1. LENGTH OF COURSE

The degrees of master of religious education and master of social science will be granted graduate students upon the successful completion of ninety semester hours of work in harmony with the specifications set forth in the catalogue.

A student having the B.R.E. degree or the B.S.Sc. degree or the equivalent may complete the corresponding master's degree in two years of thirty semester hours each.

A student having the A.B., the B.S., the B.Ed., or the Ph.B. degree who has *majored* in any of the following fields, namely,

Bible, education, religious education, sociology, philosophy, or psychology, may have a limited amount of such work credited toward the degrees of M.R.E. or M.S.Sc., *provided* that such courses shall have been taken in the junior and senior years; provided also that not more than six semester hours in education, if taken in the senior year of a standard normal school course, may be credited toward the M.R.E. degree.

Advanced standing, not to exceed thirty semester hours, may be granted to a student holding the B.D. or the S.T.B. degree for *courses that are equivalent in content and method* to the courses required for the M.R.E. and M.S.Sc. degrees.

Advanced standing, not to exceed thirty semester hours, may be granted to a student holding the M.A. or the Ph.D. degree for *courses equivalent in content* and method to the courses required for the M.R.E. and the M.S.Sc. degrees.

No degrees will be granted for fewer than thirty semester hours completed by the candidate while he is registered in and is under the direction of the faculty of the School of Religious Education and Social Service.

2. CREDENTIALS

Graduate students who expect to become candidates for graduate degrees must present official transcripts of their academic credits, showing each course by title and by semester hours for each academic year. (If course credits are not given in semester hours, the key for evaluating them must be indicated.)

To insure acceptance as a candidate for a degree, a student must file with the registrar official transcripts of all his academic credits one month prior to the date of his registration as a candidate for a graduate degree.

3. THESIS

In addition to classroom and laboratory requirements, a candidate for the M.R.E. or the M.S.Sc. degree must submit a thesis approved in subject-matter and treatment.

At the time of registration, and not later than October 1 of the academic year at the close of which the degree may be granted, the candidate must choose his major professor. Not later than November 1, the candidate will have conferred with his major professor, submitted his subject of thesis for approval, and filed with the registrar his "Master's Thesis Blank." Not later than December 15, the candidate shall file with the registrar an outline of the thesis, and submit a list of the books, etc., which he has read and studied in his special field of investigation, and also a list of those books which he plans to read and study. Not later than April 1, the first draft of the thesis, in legible copy, preferably typewritten, must be presented to the registrar for examination. Not later than May 1, two copies of the thesis in its approved form must be presented. Not later than May 25, after the thesis has been read and approved by the major professor and by the second reader, and after any suggestions of revision, including grammatical and typographical errors or other inaccuracies, have been observed, the candidate shall deposit the final copy with the registrar of the school. All theses are to be bound uniform in black cloth and gold-lettered. To defray cost of binding, each candidate will advance $1.25 payable at the time the final copy of the thesis is presented. The bound copy of the thesis shall then be deposited with the librarian of the school, who shall be responsible for its safekeeping. The librarian shall not have authority, however, to lend the same for any purpose whatsoever outside of the library. Each candidate will be furnished a statement of the detailed requirements for this thesis.

Students found deficient in English will be required to pursue such English courses as may be prescribed by the Department of English in this school. Such courses will not be accepted for graduate degree credit.

4. DISTRIBUTION OF REQUIRED SUBJECTS FOR THE DEGREE OF MASTER OF RELIGIOUS EDUCATION [1]

The following material is presented somewhat as it would appear in a catalogue.

(1) Philosophy and Ethics. 8 hours.
Introduction to Philosophy. 2 hours. (IV.1)
Methaphysics. 2 hours. (IV. 2)
Theoretical Ethics. 2 hours. (IV. 3)
Practical Ethics. 2 hours. (IV. 4)
or (in lieu of IV. 3,4)
Philosophy of Religion. 4 hours. (IV. 5,6) or
Seminar in Philosophy. 4 hours. (IV. 7,8)

A minimum of 4 hours of *Graduate* work in Philosophy is required of all students. This should be Philosophy of Religion, 4 hours (IV. 5,6) or Seminar in Philosophy, 4 hours (IV. 7,8) or Present Tendencies in Religious Thought, 4 hours (IV. 12).

(2) Psychology. 8 hours.
Selected from—
Educational Psychology. 4 hours. (III. 3,4)
Psychology of Religious Experience. 4 hours. (III. 7)
Psychology of Childhood and Adolescence. (III. 10,11)
Leadership. 4 hours. (III. 13,14)
Mental Diagnosis. 4 hours. (III. 15,16)

(3) Sociology. 6 hours.
Principles and Practice of Social Science. 6 hours. (II. 1,2.)
The Family as a Social and Religious Institution. 2 hours. (II. 3)

(4) Religious Education. 8 hours.
Principles of Moral and Religious Education. 4 hours. (VII. 1)

[1] Courses listed in this section are described in Chapter XVII. Course numbers and titles used here correspond to those used in the annual school announcement.

Organization and Curriculum of the Church School. 4 hours. (VII. 10)

(5) Bible. 16 hours. (A minimum of 8 hours must be done as *Graduate* work in this institution.)
Life and Teachings of Jesus. 6 hours. (I. 5,6)
Biblical Apocalyptics. 3 hours. (I .4)
Psalms, *Job*, and Other Writings. 3 hours. (I. 3)
Religious Teachings of the Bible. 3 hours. (I. 11)
The Prophets. 4 hours. (I. 9,10)
Life and Letters of Paul. 4 hours. (I. 7,8)
Biblical Geography and Archæology. 2 hours. (I. 14)

(6) History. 12 hours. (Must include both History of Education and Church History.)
History of Religious Education before the Protestant Reformation. 3 hours. (XII. 1)
History of Religious Education from the Protestant Reformation to the Present Time. 3 hours. (XII.2)
History of Education. 4 hours. (XII. 3,4)
History of the Christian Church from the Beginning of Christianity to the Protestant Reformation. 4 hours. (XII. 9,10)
History of the Christian Church from the Protestant Reformation to the Present Time. 4 hours. (XII. 11,12)
Seminar in Church History. 4 hours. (XII. 13,14)

(7) Fine Arts. 4 hours.
Four hours must be elected from one of the following fields:
(1) Religious Art. (X. 27, 29)
(2) Pageantry. (X. 31, 32; 33, 34; 35, 36; 38; 40; 41, 42; 43, 44)
(3) Music. (X. 1; 3, 4; 7, 8; 21, 22, 22a)

(Students whose vocational major is in Fine Arts may offer not to exceed 4 hours in the History of Music or Art.)

(8) Free Electives. 8 hours.

Electives may be selected upon the advice of the faculty from such fields as are best calculated to give balance to the student's credits. In English the following courses are suggested: XIII. 15, 16, 17, 18; 25, 26; 27, 28; 29, 30. Comparative Religion is recommended to students who do not take this subject as a vocational major. (IX.5,6) Electives may be chosen from the courses recommended for the vocational major.

(9) Vocational Major. 20 hours.

Vocational majors may be carried in the following fields:

General
Educational Administration
Adolescent Religious Education
Elementary Education
College and High School Teachers
The Fine Arts in Religion
General Church Work
Foreign Missions

5. DISTRIBUTION OF REQUIRED COURSES FOR THE DEGREE OF MASTER OF SOCIAL SCIENCE

The catalogue requirements for the degree of master of social science would read somewhat as follows:

(1) Philosophy and Ethics. 8 hours.

Introduction to Philosophy. 2 hours. (IV.1)
Metaphysics. 2 hours. (IV.2)
Theoretical Ethics. 2 hours. (IV.3)
Practical Ethics. 2 hours. (IV.4)
or (in lieu of IV. 3,4)
Philosophy of Religion. 4 hours. (IV.5,6) or
Seminar in Philosophy. 4 hours. (IV.7,8)

A minimum of 4 hours of Graduate work in Philosophy is required of all students. This should be Philosophy of Religion, 4 hours (IV.5,6), or Seminar in Philosophy, 4 hours (IV.7,8), or Present Tendencies in Religious Thought, 4 hours (IV.12).

(2) Psychology. 6 hours.

Selected from —

Educational Psychology. 4 hours. (III.3, 4)

Psychology of Religious Experience. 4 hours. (III. 7)

Psychology of Childhood and Adolescence. 4 hours. (III. 10,11)

Leadership. 4 hours. (III. 13,14)

Mental Diagnosis. 4 hours. (III. 15,16)

(3) Sociology. 10 hours.

Principles and Practice of Social Science. 6 hours. (II. 1,2)

The Family as a Social and Religious Institution. 2 hours. (II. 3)

Social Environment of the Child. 2 hours. (II. 4)

(4) Religious Education. 4 hours.

Principles of Moral and Religious Education. 4 hours. (VII. 1) or

Organization and Curriculum of the Church School. 4 hours. (VII. 10)

(5) Bible. 16 hours. (A minimum of 8 hours must be done as *Graduate* work in this institution.)

Life and Teachings of Jesus. 6 hours. (I. 5,6)

Biblical Apocalyptics. 3 hours. (I. 4)

Psalms, *Job*, and Other Writings. 3 hours. (I. 3)

Religious Teachings of the Bible. 3 hours. (I. 11)

The Prophets. 4 hours. (I. 9,10)

Life and Letters of Paul. 4 hours. (I. 7,8)

Biblical Geography and Archæology. 2 hours. (I. 14)

(6) History. 10 hours.

History of the Christian Church from the Beginning of Christianity to the Protestant Reformation. 4 hours. (XII. 9,10)

History of the Christian Church from the Protestant Reformation to the Present Time. 4 hours. (XII. 11,12)

Seminar in Church History. 4 hours. (XII. 13,14)

(7) Fine Arts. 4 hours.

Four hours must be elected from one of the following fields:

(1) Religious Art. (X. 27, 29)

(2) Pageantry. (X. 31, 32; 33, 34; 35, 36; 38; 40; 41, 42; 43, 44)

(3) Music. (X. 1; 3, 4; 7, 8; 21, 22, 22a)

(Students whose vocational major is in Fine Arts may offer not to exceed 4 hours in the History of Music or Art.)

(8) Free Electives. 12 hours.

If public speaking has not been taken in undergraduate years, it should be elected.

Course V.8; V.3,4; IX. 5,6; XII. 16, and XIII. 15 to 30, are recommended.

Electives may be selected from the courses recommended for the vocational major.

(9) Vocational Major. 20 hours.

Vocational majors may be carried in the following fields:

General.

General Church Work.

6. SUMMARY OF REQUIRED COURSES FOR THE DEGREE OF MASTER OF RELIGIOUS EDUCATION

Philosophy and ethics	8 hours
Psychology	8 hours
Sociology	6 hours
Religious education	8 hours
Bible	16 hours
History	12 hours
Fine arts	4 hours
Electives	8 hours
Major	20 hours
Total	90 hours

III VOCATIONAL MAJORS

The vocational majors available for students in this school have varied from year to year, as have also the courses of study and the character of the required clinical work. In determining the vocational majors there must be frequent surveys of the field to ascertain the kinds of positions to which graduates will be called; then job analyses of these positions must be made to ascertain just what knowledge and specific habits, attitudes, and skills must be acquired by the student who is to fill these positions acceptably. A school of this kind must "market its product" as well as create the market for its output. This requires a close touch with the field, and an intimate and very personal communication between the school and its graduates who are in service. The Bureau of Appointments and the Department of Vocational Guidance are invaluable sources of information to the officers who determine the vocational majors. The vocational majors also are conditioned by the quantity and quality of material available for technical courses, and by the character of the teaching staff and the adequacy of clinical, library, and laboratory facilities. Modified by these vital factors, the number of vocational majors and the required and elective courses in the majors have shifted from time to time during the decade. Present experience would greatly strengthen these majors if the financial resources for expansion were available.

1. VOCATIONAL MAJORS FOR THE DEGREE OF MASTER OF RELIGIOUS EDUCATION [2]

Twenty semester hours selected from each group of courses listed below will constitute the majors for the master of religious education degree. Courses marked * must be included in the major.

[2] Courses listed in this section are described in Chapter XVII. Course numbers and titles used here correspond to those used in the annual school announcement.

(1) General:

III. 15, 16. Mental Diagnosis . . . . . 4 hours
VII. 11. Organiz. and Admin. of Community Religious Education . . . . . 3 hours
* VII. 12. Practicum for Directors of Rel. Ed. . . . 2 hours
VII. 19, 20. Statistical Methods Applied to Rel. Ed. 4 hours
VII. 3, 4. Principles and Meth. of Teach. the Bible . 4 hours
* VII. 31. Church Program of Adolescent Rel. Ed. . 3 hours
* VII. 53. Survey of Elementary Ed. . . . . 2 hours
VII. 54. Teaching Technique in Elementary Ed. . 2 hours
X. 3. Fine Arts in Religion . . . . . 2 hours
X. 7, 8. Music Ed. in the Church School . . . . 4 hours
X. 29. The Use of Art in Rel. Ed. . . . . 2 hours
* X. 21, 22, or 22a. Worship in Ch. School . . . . 4 hours
X. 27. Christ in Art . . . . . 2 hours
* VII. 21. Superv. of Rel. Ed. . . . . 2 hours
XI. 5, 6. Superv. of Playgrounds . . . . . 4 hours
VII. 45, 46. Meth. of Teach. Children . . . . . 6 hours
III. 5. High School Methodology . . . . . 2 hours
XI. 7. Phys. Ed. and Tech. . . . . 1 hour
VII. 25. Seminar in Experiment. Method . . . . 2 hours
II. 3. The Family, etc. . . . . 2 hours
XI. 1, 2 and 3, 4. Phys. Ed. and Hyg. . . . . 3 hours

(2) Administration:

III. 13, 14. Leadership, A and B . . . . . 4 hours
III. 15, 16. Mental Diagnosis . . . . . 4 hours
* VII. 11. Organiz. and Admin. of Com. Rel. Ed. . . 3 hours
* VII. 12. Pract. for Dir. of Rel. Ed. . . . . 2 hours
* VII. 19, 20. Statist. Meth. Appl. to Rel. Ed. . . . 4 hours
* VII. 22. Child Account. in the Ch. School . . . 2 hours
* VII. 21. Supervision of Rel. Ed. . . . . 2 hours
VII. 23, 24. Survey and Meas. in Rel. Ed. . . . 2 hours
VII. 32. Prog. Development in Adol. Rel. Ed. . . 3 hours
VII. 54. Teach. Tech. in Elem. Ed. . . . . 2 hours
* VII. 53. Surv. of Elem. Ed. . . . . 2 hours
VII. 26. Sem. in Ed. Meas. . . . . 2 hours
III. 5. High School Method . . . . . 2 hours
III. 20. Vocational Guidance . . . . . 2 hours
X. 3. Fine Arts in Religion . . . . . 2 hours

(3) Adolescent Religious Education:

* VII. 31. Church Prog. of Rel. Ed. . . . . 3 hours
* VII. 32. Prog. Develop. in Adol. Rel. Ed. . . . . 3 hours
III. 11. Adol. Psychology . . . . . 2 hours
* VII. 33. Prin. of Adol. Rel. Ed. . . . . 3 hours

VII. 35, 36. Sem. in Adol. Rel. Ed. . . . . 4 hours
VII. 42. Camp Management . . . . . 2 hours
VII. 43. Summer Camp Study and Pract. . . . . 4 hours
X. 21, 22a. Worship in Church School . . . . . 4 hours
VII. 19, 20. Statis. Meth. Appl. to Rel. Ed. . . . 4 hours
VII. 23, 24. Surv. and Meas. in Rel. Ed. . . . . 6 hours
VII. 11. Organiz. and Admin. of Com. Rel. Ed. . . 3 hours
VII. 37, 38. Pract. for Y. P.'s Direct. . . . . 2 hours
VII. 34. Field Prom. of Y. P.'s Work . . . . . 2 hours
III. 5. High School Methodology . . . . . 2 hours
X. 29. Use of Art in Rel. Ed. . . . . 2 hours
VII. 53. Surv. of Elem. Ed. . . . . 2 hours
X. 32. Technique of Pageantry . . . . . 2 hours
VII. 40. Prin. and Methods of Recreation . . . . 2 hours

(4) Elementary Education:

Courses for the vocational major in this field may be grouped around elementary education or preschool education. Courses marked * are required of students majoring in elementary education. Courses marked ** are required of students majoring in preschool education.

VII. 63, 64. Nursery School Practice . . . . . 6 hours
VII. 47, 48. Pract. Teach. in Elem. Grades . . . 4 hours
X. 21, 22. Worship in Church School . . . . . 4 hours
VII. 12. Pract. for Dir. of Rel. Ed. . . . . 2 hours
III. 10. Psychol. of Childhood . . . . . 2 hours
VII. 21. Superv. of Rel. Ed. . . . . 2 hours
* VII. 49. Curric. Building . . . . . 2 hours
VII. 19, 20. Statist. Meth. Appl. to Rel. Ed. . . . 4 hours
X. 29. Use of Art in Rel. Ed. . . . . 2 hours
I. 14. Biblical Geog. and Archæol. . . . . 2 hours
X. 27. Life of Christ in Art . . . . . 2 hours
VII. 59, 60. Kindergarten Education . . . . . 4 hours
VII. 45, 46. Meth. of Teach. Children . . . . . 6 hours
** VII. 22. Child Accounting in the Church School . . 4 hours
XI. 5, 6. Superv. of Playgrounds . . . . . 4 hours
XI. 1, 2; 3, 4. Elem. or Adv. Phys. Ed. . . . . 1 hour
VII. 56. Superv. of Elem. Ed. . . . . 2 hours
** II. 3. The Family, etc. . . . . 2 hours
** II. 4. Soc. Environ. of the Child . . . . . 2 hours
** VIII. 3, 4. Case Method . . . . . 4 hours

(5) College and High School Teachers:

VII. 3, 4. Prin. and Meth. of Teach. the Bible . . 4 hours
X. 7, 8. Music Ed. in Ch. School . . . . . 4 hours

VII. 53. Surv. of Elem. Ed. . . . . 2 hours
VII. 31. Church Prog. of Adol. Rel. Ed. . . . . 3 hours
VII. 19, 20. Statis. Meth. Appl. to Rel. Ed. . . . 4 hours
VII. 23, 24. Surv. and Meas. in Rel. Ed. . . . . 6 hours
VII. 11. Organ. and Admin. of Com. Rel. Ed. . . 3 hours
VII. 12. Prac. for Dir. of Rel. Ed. . . . . 2 hours
IV. 5, 6. Philosophy of Religion . . . . . 4 hours
IV. 12. Present Tend. in Rel. Thought and Life . . 4 hours
IX. 5, 6. Living Orient. and Anc. Religions . . . 8 hours
VII. 21. Superv. of Rel. Ed. . . . . 2 hours
III. 5. High School Methodology . . . . . 2 hours
VII. 26. Sem. in Ed. Meas. . . . . 2 hours
VII. 25. Sem. in Exper. Methods . . . . . 2 hours
VII. 54. Teach. Tech. in Elem. Ed. . . . . 2 hours

(6) The Fine Arts in Religion:

Courses for the vocational major in this field may be grouped around (1) music or (2) drama, and art. Courses marked * are required of those majoring in music. Courses marked ** are required of those majoring in drama and art.

X. 1. Hymnology A . . . . . 2 hours
*X. 3. The Fine Arts in Religion . . . . . 2 hours
X. 4. Hymnology B. . . . . 2 hours
*X. 11, 12. Musicianship . . . . . 3 hours
X. 15, 16. Choral Art Society . . . . . 3 hours
*X. 13, 14. Elem. and Adv. Conducting . . . . 6 hours
*X. 5, 6. Masters and Masterpieces of Music . . . 4 hours
X. 7, 8. Music. Ed. in Church School . . . . . 4 hours
X. 17, 18. Festival and Folk-Song Chorus . . . . 2 hours
X. 19, 20. Harmony . . . . . 6 hours
X. 21, 22a. Worship in the Church School . . . 4 hours
X. 27. Christ in Art . . . . . 2 hours
X. 29. Use of Art in Rel. Ed. . . . . 2 hours
**X. 31. Theory of Pag. and Rel. Drama . . . . 2 hours
**X. 32. Technique of Pag. . . . . 2 hours
**X. 33, 34. Dram. Comp. . . . . 4 hours
**X. 35, 36. Adv. Dram. Comp. . . . . 4 hours
**X. 41, 42. Costum. and Prop. . . . . 4 hours
X. 38. Writing of Pageants . . . . . 2 hours
X. 40. Hist. of Rel. Drama . . . . . 2 hours
X. 43, 44. Stage Design . . . . . 4 hours
XIII. 15, 16. Hist. and Devel. of Eng. Drama to 1642 6 hours
XIII. 30. Spiritual Values in Modern Poetry . . . 2 hours
I. 3. *Psalms, Job,* and Other Writings . . . . . 3 hours

(7) General Church Work:

* VIII. 1.	Gen. Church Admin.	2 hours
* VIII. 2.	Parish Visitation	2 hours
XI. 5, 6.	Superv. of Playgrounds	4 hours
* VII. 53.	Surv. of Elem. Ed.	2 hours
VII. 54.	Teach. Tech. in Elem. Ed.	2 hours
X. 21, 22 or 22a.	Worship in Church School	4 hours
VIII. 3, 4.	The Case Method	4 hours
VIII. 5.	Rural Church Admin.	2 hours
VIII. 6.	Rel. Ed. in the Rural Com.	2 hours
V. 8.	Home Hyg. and Care of Sick	2 hours
XI. 3, 4.	Advanced Phys. Ed.	2 hours
XI. 8.	Coaching	1 hour
* VII. 31.	Church Prog. of Adol. Rel. Ed.	3 hours
VII. 12.	Pract. for Dir. of Rel. Ed.	2 hours
VII. 54.	Teach. Tech. in Elem. Ed.	2 hours
VIII. 8.	Instit. and Agenc. of City Com.	2 hours
VII. 65.	Child Care	2 hours
VII. 59, 60.	Kindergarten Ed.	4 hours

(8) Foreign Missions:

IX. 1.	Missions in Mod. World	4 hours
IX. 2.	Relig. of China and Japan	4 hours
IX. 3.	China — A Relig. and Soc. Surv.	4 hours
IX. 4.	Buddha and Mohammed	4 hours
IX. 5.	Living Orient. Relig.	4 hours
IX. 6.	Ancient Religions	4 hours

(Ten hours toward this major may be selected from courses directly bearing upon the student's special work in the foreign field.)

2. SUMMARY OF REQUIRED COURSES FOR THE DEGREE OF MASTER OF SOCIAL SCIENCE

Philosophy and ethics	8 hours
Psychology	6 hours
Sociology	10 hours
Religious education	4 hours
Bible	16 hours
History	10 hours
Fine arts	4 hours
Electives	12 hours
Major	20 hours
Total	90 hours

3. VOCATIONAL MAJORS FOR DEGREE OF MASTER OF SOCIAL SCIENCE

Twenty semester hours selected from each group of courses listed below will constitute the majors for the M.S.Sc. degree. Courses marked * must be included in the major.

(1) General:

* III. 15, 16. Mental Diagnosis	4 hours
* VIII. 3, 4. The Case Method	4 hours
III. 20. Vocational Guidance	2 hours
* II. 3. The Family as a Soc. Instit	2 hours
II. 4. Soc. Environ. of the Child	2 hours
II. 12. Gen. Immigration	3 hours
VII. 65. Child Care	2 hours
* VIII. 8. Inst. and Agenc. of City Com.	2 hours
VII. 59, 60. Kindergarten Educ.	4 hours

(2) General Church Work:

* VIII. 1. Gen. Church Admin.	2 hours
* VIII. 2. Parish Visitation	2 hours
XI. 5, 6. Superv. of Playgrounds	4 hours
* VIII. 3, 4. The Case Method	4 hours
V. 8. Home Hyg. and Care of Sick	2 hours
XI. 3, 4. Advanced Phys. Ed.	2 hours
XI. 8. Coaching	1 hour
* VIII. 8. Instit. and Agenc. of City Com.	2 hours
VII. 65. Child Care	2 hours
VII. 59, 60. Kindergarten Ed.	4 hours
VII. 61. Nursery School Technique	1 hour
X. 21, 22 or 22a. Worship in Church School	4 hours

In the earlier years of this school's life, a very rich group of courses in social science, and bilingual and Americanization work were offered by this school, and vocational majors were then available in more highly specialized fields than those listed above. The reduction of the subsidies from the boards and institutions which had delegated their work in these fields to this school made it necessary for us to suspend many courses in applied social science until additional financial resources should be secured.

IV REQUIREMENTS FOR THE DEGREE OF DOCTOR OF RELIGIOUS EDUCATION

1. ADMISSION REQUIREMENTS

Each applicant for admission as a candidate for the D.R.E. degree must furnish evidence acceptable to the faculty

(1) that he has received the bachelor's degree from some accredited institution of college grade;

(2) that he has had successful practice in the field of religious education;

(3) that he has a comprehensive knowledge of human nature; an insight into the nature of society; knowledge of the history, philosophy, and psychology of religion; and knowledge of the Church as an institution, including its history, agencies, and materials; and

(4) that he has a working knowledge of the language, or languages, or statistical, laboratory, or other technique which may be required for his doctorate work.

The above requirements are substantially equivalent to the requirements for the M.R.E. degree.

2. METHOD OF ADMISSION TO CANDIDACY FOR DOCTOR OF RELIGIOUS EDUCATION DEGREE

The candidate for admission to study for the degree of D.R.E. must proceed as follows:

A. APPLICATION.

1. *Make formal application* for permission to study for the D.R.E. degree. This application must be made on blanks furnished by this school and must be accompanied by official transcripts of all previous academic work.

2. *Receive a written statement* from the Committee on Graduate Work, approved by the dean, enumerating the conditions upon which he will be accepted as a student for this degree.

3. *Successfully pass a preliminary written examination* in six fields of knowledge: viz., Bible, psychology, philosophy, soci-

ology, history (church and education), and education (general and religious). The purpose of the examination is to determine whether or not the candidate has at his ready command such broad and comprehensive knowledge of the general field of religious education as may be required of one who is qualified to perform professional service of a superior grade.

Applicants who have not been students in Boston University prior to the date of application must submit credentials recommending their academic preparation and professional fitness to be admitted to study for the doctorate.

If the preliminary examination is passed successfully, the applicant is then recognized as a candidate for the degree of D.R.E. and is permitted to enter upon his doctorate study.

B. The Date.

The dates for the preliminary written examination for those who wish to become candidates for the D.R.E. degree are (1) the week following the June commencement and (2) the first week in September. Each applicant must complete all of the written examinations consecutively during either of the two examination periods. Applicants for this examination must submit credentials not later than one month prior to the date of the examination.

3. TIME REQUIREMENTS

The volume and quality of work required for the D.R.E. degree will be ordinarily a minimum of four academic years beyond the bachelor's degree. Candidates having the B.R.E. degree or those who have pursued as many as thirty semester hours of designated work in Bible, education, philosophy, and kindred subjects in their undergraduate work may complete the work for the D.R.E. degree in three years beyond the bachelor's degree. The D.R.E. degree is granted on the grounds of extended study and high attainments in the field of religious education. The time element is a secondary consideration. *The minimum time is estimated, however, as one year of residence*

study beyond the requirements for the M.R.E. degree; a minimum of one year's residence study, equivalent to thirty hours of work, must be done in Boston University School of Religious Education and Social Service after both the completion of the M.R.E. degree or its equivalent, and the successful passing of the preliminary written examinations.

4. SUBJECTS OF STUDY

Prior to the selection of the course of study, the candidate must choose his major professor in the field in which he expects to write his dissertation. Both the course of study and the thesis subject must be approved by the major professor and the dean.

Under the direction of the major professor who is to guide the student in the preparation of his thesis, the student will prepare a program of study which must be approved by the dean before the student can register for his minimum year of residence study. This program must include such courses as will insure a systematic and broad study of the general field of religious education and advanced courses in the special aspects of religious education in which the student is doing his major work. *In all cases the student must have completed the prescribed requirements for the M.R.E. degree, in addition to meeting the specified requirements for the D.R.E. degree.*

5. ORAL EXAMINATION TO COMPLETE MATRICULATION

At the conclusion of the candidate's required residence study he must pass the oral examination.

This examination will be conducted by the student's major professor and the Committee on Graduate Work, and will cover, in addition to the candidate's general preparation, his special preparation in his vocational field. The successful passing of this examination will complete the student's matriculation as a candidate for the D.R.E. degree, and permit him to proceed with the writing of his dissertation.

The date of the oral examination will be the second week of May in the year in which the candidate completes his residence study.

In the event the candidate does not complete his required residence study until the end of the summer session, a special date mutually convenient to the Committee on Graduate Work and the candidate may be set for this examination.

6. THE THESIS

The thesis subject must be approved prior to registration day of the academic year in which the student is to be promoted to the degree, and in no case later than January 10 of the year in which the candidate beigns his residence study. The thesis is required in order that the student may demonstrate his mastery of the field of religious education and his ability to conduct a creditable investigation in this field. The thesis must either make a contribution to the field of religious education or be a constructive study of knowledge already available in this field which yields valuable and practicable results. In all cases the subject must be definite and of limited range, the methods of investigation must be exactly formulated, the value of all sources must be determined, and the conclusions must be ably defended.

The thesis must be deposited with the chairman of the Committee on Graduate Work on or before April 15 of the year in which the degree is sought. Two bound copies of the thesis as finally approved by the Committee on Graduate Work must be deposited with the librarian of the school before the candidate can be promoted to the degree. Each candidate will be furnished a statement of the detailed requirements for his thesis.

7. FINAL EXAMINATION

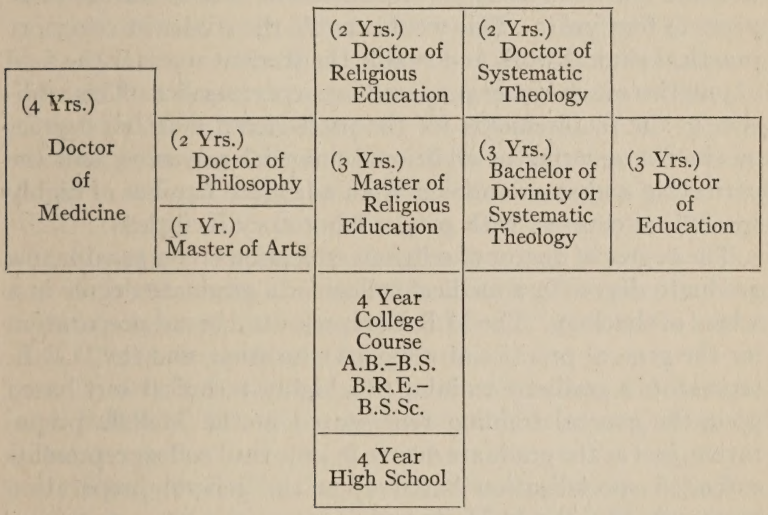
If the thesis is accepted by the Committee on Graduate Work, the candidate will be admitted to the final examination. This examination will consist of

(1) defense of the thesis, and

(2) an intensive examination upon the various divisions of his particular field, especially those parts which are closely related to his thesis.

V A COMPARISON OF REQUIREMENTS FOR GRADUATE DEGREES

The following diagram will show the relation of the professional degrees in religious education to other academic and professional degrees:



This diagram shows that the standard graduate cultural and professional degrees rest upon a common basis of eight years of accredited high school and college work. It also shows that Boston University has placed its professional degrees in religious education on as high a plane as that of any of the older professions.

The professional master's degrees (M.R.E. and M.S.Sc.) represent three years of graduate work (ninety semester hours) beyond the baccalaureate degree. If a prereligious education

or a presocial service major of thirty semester hours has been taken in the junior and senior years, the requirements for the master's degree may be reduced to sixty semester hours. These degrees are the general practitioners' degrees comparable to the B.D. degree in theology or the M.D. in medicine. An examination of the required courses for these degrees will show that seventy of the ninety hours are in basic content subjects and twenty hours are in highly technical practitioners' subjects. It is the consensus of opinion of the faculty of this school that the requirements for the degrees of master of religious education and master of social service should be extended from three years to four years. This would enable the student to do more practical clinical work and enable the student to enter the field of practice much better prepared for expert service. This addition to the requirements for the professional master's degrees awaits the securing of additional financial resources, and the perfecting and standardizing of an adeuqate number of highly specialized courses, with proper laboratory facilities.

The degree of doctor of religious education is comparable to a graduate degree in a medical college or a graduate degree in a school of theology. The M.R.E. represents a broad preparation for the general practice of religious education, and the D.R.E. represents a graduate training of a highly technical sort based upon the general training represented in the M.R.E. preparation, just as the graduate degree in a medical college represents extended specialization based upon the general preparation represented by the M.D. degree.

The M.A. degree may be taken on the road to the M.R.E. degree, but the requirements for the M.R.E. are much more extended and much more technical than are the requirements for the M.A. degree. During this decade, 169 students have received the M.A. degree from Boston University Graduate School with a major in religious education and 120 students have received the degree of master of religious education (see Table 74). The M.A. students are unequally prepared for professional service. Part of them have had a prereligious educa-

tion undergraduate major with a carefully selected first year of graduate work based upon the undergraduate major, and a part of them have had thirty semester hours of rather scattered subjects of a non-vocational type for which they have had no undergraduate preparation. This school is greatly embarrassed by the field record of this latter group of students.

The Ph.D. students in this institution confine their work to rather restricted fields of pure research. They are interested primarily in adding to the field of knowledge, not in the improvement in the application of knowledge to practical use. During the decade, five students have received the Ph.D. in religious education in Boston University. The D.R.E. degree is as exacting as the Ph.D. degree. Care has been taken to prevent this degree from acquiring the reputation of being a cheap and unworthy doctorate. So rigidly have the requirements for this degree been enforced that it is now considered to be more difficult to get a D.R.E. degree than it is to secure a Ph.D. degree. This is unfortunate, because the two degrees should not be compared to the disadvantage of either. They are different kinds of doctorates. During the decade three students have secured the degree of doctor of religious education. Their dissertation subjects were:

a. Walter E. Bachman (1923): "The Relation of Philosophy and Religious Education in Endowed Christian Colleges of Liberal Arts."

b. Elizabeth H. Nutting (1926): "An Approach to the Formulation of a Criterion of Values with Special Reference to Its Significance for the Religious Education of Adolescents."

c. Edgar H. Stranahan (1927): "An Educational Program Coherent with the Educational Values in Quaker Mysticism."

The number of fully prepared students desiring graduate work leading to the Ph.D. and D.R.E. degrees greatly exceeds the resources of this school. It is literally true that this school annually denies admission to scores of strong college graduates who wish to do advanced graduate and research work in the field of religious education. This new profession is greatly in

need of the results of research and of an army of highly skilled practitioners who are capable of directing wisely the agencies of religious education that are rapidly developing in this and other nations.

VI THE GROWTH OF THE PROFESSIONAL GRADUATE SCHOOL

Tables 73, 74, and 75, tell the story of the growth of professional graduate work in the fields of religious education and social service. During the decade 405 students have received degrees from the undergraduate courses of this school and 300 graduate degrees have been conferred by Boston University on students who had done their major work in this school. Of these 300 graduate degrees, 145 were conferred upon the recommendation of the faculty of the School of Religious Education and Social Service, and 177 were conferred upon the recommendation of the Graduate School. Within the brief period of ten years, this school has become the chief contributor to the university Graduate School. While this school enrolls approximately 5 per cent of the total student body of the university, it furnished in 1927-1928 27.9 per cent of the students who were awarded M.A. degrees. In addition to the graduate work done by this school for the university Graduate School, it is of interest to note that Boston University School of Religious Education and Social Service has in a single decade developed within its own organization the largest graduate department of religious education in the United States. Table 74 shows the steady growth of the graduate enrolment of this school from nineteen students in 1918-1919 to 160 in 1927-1928. This rapid growth in the graduate students of this school is the more remarkable because of the higher requirements for graduate degrees in this institution. The graduate students in this school whose major registration is in other departments of the university are for the most part from the School of Theology.

The foregoing recital of the growth of graduate work in religious education in this school seems to be a remarkable record. The record would have been quadrupled had it not been for the regrettable handicaps mentioned in the next section of this chapter.

TABLE 74

GROWTH IN ENROLMENT OF GRADUATE STUDENTS IN BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918–1919 TO 1927–1928, INCLUSIVE

Year	*Graduate students with major registration in the School of Religious Education and Social Service*	*Graduate students from other colleges of Boston University enrolled in courses in the School of Religious Education and Social Service*	*Total number of graduate students enrolled in the School of Religious Education and Social Service*
1918–19	19	0	19
1919–20	53	112	165
1920–21	58	23	81
1921–22	62	155	217
1922–23	85	134	219
1923–24	92	191	283
1924–25	131	164	295
1925–26	137	126	263
1926–27	150	87	237
1927–28	160	89	249

TABLE 75

NUMBER OF STUDENTS AWARDED DEGREES BY BOSTON UNIVERSITY IN THE FIELDS OF RELIGIOUS EDUCATION AND SOCIAL SERVICE BY YEARS FROM 1918 TO 1928, INCLUSIVE

Year	*B.R.E.*	*B.S.Sc.*	*M.R.E.*	*M.S.Sc.*	*M.A.*	*Ph.D.*	*D.R.E.*	*Total*
1918	..	..	3	..	..	1	..	4
1919	..	..	5	..	1	1	..	7
1920	7	..	16	..	5	..	..	28
1921	23	3	17	1	5	..	..	49
1922	34	..	8	..	5	..	..	47
1923	29	..	17	..	27	2	1	76
1924	48	4	18	2	11	..	..	83
1925	56	..	11	..	24	1	..	92
1926	54	5	10	..	32	..	1	102
1927	55	3	10	..	28	..	1	97
1928	77	7	5	..	31	..	..	120
Total	383	22	120	3	169	5	3	705

VII OUTLOOK FOR GRADUATE WORK IN RELIGIOUS EDUCATION IN BOSTON UNIVERSITY

The outlook for the development of graduate work in the field of religious education in Boston University is very discouraging. We are each year unable to secure the registration of scores of superior students who wish to specialize in religious education. There are many reasons for this unfortunate situation. Among them are:

(1) the strengthened faculties and more attractive offerings, including reduced costs, in other graduate centers;

(2) the increased costs and reduced services in Boston University;

(3) the necessity of reducing graduate offerings by the transfer of graduate professors to the undergraduate courses in order to retain academic standards on the undergraduate level;

(4) the failure of this school to secure library, laboratory and research equipment;

(5) the failure of the Graduate School advantageously to coördinate the available resources in the various schools of the university for the development of graduate work in religion (see Chapter XV, Section 5); and

(6) the tenure of office. It will be difficult, if not impossible, to secure and hold in the service of this school professors of first rank in the academic world until the trustees abandon the present "one-year tenure" for all employees and guarantee to its instructorial force an economic and professional status consistent with the ideals which determine the administrative policy of standard educational institutions throughout the world.

The situation here is most critical. It can be solved provided satisfactory financial resorces can be secured at once; and provided, also, that the university as a whole assumes a more sympathetic attitude toward religious education than has prevailed during the past decade. Delay in recouping our waning

prestige will be fatal to our leadership. The whole country is looking to this school for constructive, creative pioneering in religious education. The university cannot afford, for the sake of its own reputation, or for the sake of a great movement, to fail to measure up to a great opportunity at the time of a serious crisis.

CURRICULUM, FACULTY, AND ADMINISTRATIVE TECHNIQUE

CHAPTER XVII

Courses of Instruction

The work of curricula-building undertaken by the faculty of this school has included, in addition to the selection and revision of courses of study from the traditional college curricula, the creation of new courses in fields of knowledge and service not previously developed for academic purposes. Perhaps the most significant service of this school during the decade has been the creation and standardization by approved scientific methods of the bodies of teaching material represented in its current curricula. From time to time this material will find its way into college textbooks. Ten years ago, all that was known in some subjects could be included in one one-hour course for one semester; now the validated knowledge in these same fields will justify an academic major. Caution has been exercised to prevent the courses of instruction from exceeding the validated data in the fields of professional and academic interest.

Each course develops specific objectives; class-room methods and technique conform to the content and purpose of the course; requirements of work by each pupil must justify the academic credit granted; syllabi and bibliography of courses reveal the scope and content of material covered. A study of the catalogues of this school for the decade will reveal the growth of teaching material in the various fields represented by this school, not only by the growing number of courses offered, but also by the changing titles and descriptions of courses.

This school has pioneered in many aspects of religious education.

a. It was the first school of religious education to establish a system of laboratory schools and training centers in which students may secure practical training under faculty supervision.

b. It was the first school of religious education to establish a complete Department of Fine Arts in Religion in the field of religious education.

c. It was the first school of religious education to establish a Department of Statistics and Measurements in religious education.

d. It was the first school of religious education to establish a Department of Elementary Education.

e. It was the first school of religious education to establish a Department of Secondary Education and Young People's Work.

f. It was the first school of religious education to create a Department of Vocational Guidance for all students.

g. It was the first school of religious education to create a Department of the History of Religious Education.

h. It was the first school of religious education to organize its Bureau of Appointments on such a professional basis as to constitute a distinct professional asset to graduates and former students following their graduation.

The creating of courses of instruction in these and other specialized fields has constituted a distinct contribution to the development of specialized professional education.

The faculties of the various departments are conscious of the limitations in their present offerings. Each group is ready to make enlarged offerings just as soon as new faculty members can be secured, and increased laboratory facilities are available.

There is special need for funds to make possible a group of orientation courses. Use has already been made of the types of orientation represented by such studies as Professor H. J. Doermann's *The Orientation of College Freshmen;* President L. B. Hopkins's article in the *Educational Record* for October, 1926, entitled "Personal Procedure in Education"; and Dr.

L. A. Maverick's *Vocational Guidance of College Students. Man in Nature and Society*, a syllabus for an orientation course published by the University of Minnesota Press, and *The Nature of the World and Man*, an orientation course published by the University of Chicago Press, are beginnings in the type of curricula construction which interests the administration of this school especially at this time. In his chapter on the "Reorganization of the College Curriculum" published in *Problems of College Education*, by the University of Minnesota Press, President Earnest H. Wilkins deals most constructively with this problem. He says:

"The natural collegiate method of gaining knowledge in a given field is to take a course or courses in that field. And for the purpose of meeting the need in this way, every department should offer a single course, or a short sequence of courses, intended to give some measure of significant and ordered knowledge to the student who takes work in the department solely as a phase of his general education, and has no intention of specializing in the field in question. But no student can take or should take anything like the whole set of such courses and course sequences. Clearly then, a choice must be made. On what principles? Four, I believe: The principle of adaptation to individual need; the principle of major significance; the principle of group representation; and the principle of integration. . . . Application of the foregoing principles will still leave some subjects untouched, and will accentuate the need for some synthesis of the several types of knowledges with which the student has become and is becoming acquainted. How shall he gain some significant idea of the fields within which he can not take a course? How shall he assemble his blocks of disparate information into a significant and ordered whole? Just there, to my mind, lies the permanent function of the general survey or 'orientation' courses, which have come recently into such wide vogue."

The faculty of this school has made some progress in the construction of general survey courses designed to integrate specialized courses for the use of the general practioner, but only the overworked status of the faculty has prevented a much larger service in this direction. It is earnestly recommended that the type of integration and orientation recommended by President Wilkins, and already begun by this faculty, may be greatly enlarged in the near future. This is still another reason for an increased budget for this school.

The following are the titles of the courses of instruction offered in this school, arranged by groups. Full description of the courses is found in the Annual Announcement of the school. The abbreviations used in course titles are: C.L.A., College of Liberal Arts; S.T., School of Theology; C.B.A., College of Business Administration; S.E., School of Education; P.A.L., College of Practical Arts and Letters. The figures following the titles of courses indicate the number of semester hours in the course.

I BIBLICAL HISTORY AND LITERATURE

"1. **Old Testament History and Literature.** An introductory study, prerequisite to all subsequent courses in Old Testament. Deals briefly with necessary matters of Old Testament Introduction, surveys the course of Old Testament History, and traces therewith the general development of Religion among the Israelites from the days of the Patriarchs to the coming of Christ. Required of Freshmen and of all first-year undergraduates who have not had its equivalent. *Three hours, first semester.*

"2. **New Testament History and Literature.** Continues Course 1. Deals briefly with all necessary questions of New Testament Introduction, and surveys descriptively the Life of Jesus and the progress of early Christianity through the Life and Letters of Paul to about the close of the first century. Required of Freshmen and of all first-year undergraduates who have not had its equivalent. *Three hours, second semester.*

"3. **Psalms, Job and Other Writings — the Hagiographa.** A critico-appreciative study of Canticles, Lamentations, Ruth, Esther, Proverbs, and Ecclesiastes, followed by an intensive study of Psalms and Job. Prerequisites, Courses 1 and 2. Open to Juniors, Seniors, and Graduates. *Three hours, first semester.*

"4. **Biblical Apocalyptics.** A study of the apocalyptic literature of both the Old and the New Testaments as well as those appearing in the extra canonical Apocryphal and Pseudepigraphic writings. Presupposes Courses 1 and 2. An elective course. Open to Juniors, Seniors, and Graduates. *Three hours, second semester.*

"5, 6. **Life and Teachings of Jesus.** A detailed study of the Gospel narratives.

"(*a*) *First Semester.* The course will begin with a classification and survey of all the important writings on the Life of Christ. This will be followed by a brief and careful study of the synoptic problem. Students will then make an intensive study of the personality, life, and public ministry of Jesus Christ, giving careful attention to the great questions relative to his birth, baptism, temptation, miracles, transfiguration, crucifixion, and resurrection. Prerequisite, Courses 1 and 2. Open to Juniors, Seniors, and Graduates.

"(*b*) *Second Semester.* A systematic study of the teachings of Jesus concerning God, man, sin, salvation, the Kingdom of God, the future life, etc. The course will conclude with a critical survey (as far as time will permit) of Christological thought from the days of Paul down to present times, the aim here being to determine the meaning of Christ for the life of the world. Prerequisite. Courses 1 and 2. Open only to Juniors, Seniors, and Graduates. *Three hours, first and second semesters.*

"**7, 8. Life and Letters of Paul.** A careful study of the development of early Christianity as revealed in the Acts and the Letters of Paul.

"(*a*) *First Semester.* The primitive Christian community in Jerusalem; the expansion of Christianity into the Græco-Roman world; the conversion of Paul, his missionary career, his personality, and characteristic ideals, his place of influence in the Christian church.

"(*b*) *Second Semester.* A detailed study of the writings of Paul in their historical sequence and with reference to the light they throw upon the practical problems of the early Christian communities, and upon the practices, ordinances, and fundamental doctrines of the early church. Prerequisite, Courses 1 and 2. Section I. open to Sophomores and Juniors; Section II. open to Seniors and Graduates. *Two hours, first and second semesters.*

"**9, 10. The Prophets.** A detailed study of the prophetic writings of the Old Testament.

"(*a*) *First Semester.* This course begins with a study of the history and nature of prophecy and then proceeds to a detailed study of both the preliterary and the literary prophets down to the Exile. The prophets as great personalities, the bearing of their messages upon the life and affairs of their day, their respective contributions to the advancing religious thought of Israel, their permanent contributions to religious and social thinking — these and other related topics will be investigated and discussed.

"(*b*) *Second Semester.* This is a continuation of the preceding course and deals in a similar way with the prophets and prophetic literature of the exilic and post-exilic period. Prerequisite, Courses 1 and 2. Open only to Juniors, Seniors, and Graduates. *Two hours, first and second semesters.*

"**11. Religious Teachings of the Bible.** The great religious teachings of the Old and New Testaments studied historically and critically evaluated. Prerequisite, Courses 1 and 2. Open to Juniors, Seniors, and Graduates. *Three hours, first semester.*

"**14. Biblical Geography and Archæology.** This course consists of laboratory work and the preparation of papers on various geographical and archæological subjects. Students will construct a large number of maps — geographical, political, economic — using crayons, water color, or plasticene. Methods of utilizing Biblical geography in Sunday-school work will be noted. The history and results of excavations in Bible lands will be presented and illustrated with a profusion of lantern slides in the endeavor to create accurate backgrounds for Bible stories. Artistic skill is not a prerequisite for this course, but a working knowledge of Biblical

history will be presupposed. Open to Sophomores, Juniors, and Seniors. *Two hours, second semester.*

"**Biblical History and Geography.** XVI. 1. Travel course.

"**Principles and Methods of Teaching the Bible.** VII. 3, 4. *Two hours, first and second semesters.*

"**Foundations of Christian Belief.** IV. 9. *Three hours, first semester.*

"**Other Biblical Courses.** For other Biblical courses open to the students of this school see the catalogue of Boston University School of Theology.

II SOCIAL SCIENCE AND ECONOMICS

"1. **Principles and Practice of Sociology. I.** The purpose of this course is to develop in the student that capacity for critical, open-minded, constructive thinking concerning social relationships which is essential to progressive Christian leadership. With this end in view, the course will, to the largest possible extent, be so organized as to center lectures, discussions and collateral readings around pressing social issues as projects of research to be carried out by students as individuals or in groups. This will necessitate an investigation of the history of sociological theory, and the principles of social psychology. The Friday Forum will constitute one class hour a week. Open to Juniors, Seniors and Graduates. *Three hours, first semester.*

"2. **Principles and Practice of Sociology. II.** This will be a continuation of II. 1, although II. 1 is not prerequisite to it, provided student has had its equivalent. Open to Juniors, Seniors and Graduates. *Three hours, second semester.*

THE FRIDAY FORUM

"The Friday Forum will be conducted on Friday afternoons throughout the year. This course is conducted primarily as a one-hour period of II. 1, and II. 2, but is open to all students who are desirous of developing and maintaining an intelligent interest in the vital problems of the day, both national and international. At this forum, leaders in significant social movements will present concrete questions of immediate interest, later giving adequate opportunity for questions.

"Only students taking II. 1 and 2 will receive credit for this course.

"3. **The Family as a Social and Religious Institution.** A brief survey of the evolution of matrimonial institutions; an investigation of the basic principles governing family life; and an evaluation of modern trends of thought regarding the marriage relation. Prerequisite, II. 1. Open to Juniors, Seniors and Graduates. *Two hours, first semester.*

"4. **Social Environment of the Child.** This course will take up such an analysis and evaluation of the social environment of the child as will enable those interested in elementary education not only to deal constructively with his present social environment, guarding against its dangers and utilizing its resources, but also to prepare him to take his

place in society as an intelligent and socially minded Christian citizen. Prerequisite, II. 1. *Two hours, second semester.*

"9. **An introduction to the Study of Society.** The origins, development, and functions of the various social institutions, with the principles and laws governing them. Attention will be given to current social problems and the sociological principles bearing upon their solution. Lectures, assigned readings, reports, and discussions. Open to Freshmen, Sophomores, Juniors, and Seniors. *Three hours, first semester.*

"10. **Economics.** An introductory course. A study of economic theory (the principles governing the production, exchange, distribution, and consumption of wealth) will be followed by a survey of the more important practical problems of economic life (labor, transportation, tariff, taxation, money, and banking, etc.) with special attention to modern social movements dealing with distribution of wealth. Textbook, lectures, readings, quizzes, and reports. Open to Freshmen, Sophomores, Juniors, and Seniors. *Three hours, second semester.*

"12. **General Immigration.** A study of immigrant peoples. The history and chief causes of immigration to the United States; distribution; immigrant influences on American economic, political, social, and religious institutions; problems of immigrant legislation; race relations in America. Prerequisite II. 9, or by consent of instructor. Open to Freshmen, Sophomores, Juniors, and Seniors. *Three hours, second semester.*

"**Home Hygiene and Care of the Sick.** V. 8. *Two hours, second semester.*

"**The Case Method.** VIII. 3, 4. *Two hours, first and second semesters.*

"**Institutions and Agencies of a City Community,** VIII. 8. *Two hours, second semester.*

III PSYCHOLOGY AND PEDAGOGY

"1, 2. **General Psychology.** This course is designed to give the student a knowledge of the essential facts and the fundamental laws of psychology. *Three hours, first and second semesters.*

"3, 4. **Educational Psychology.** This course is designed to give teachers of religion the results of modern research in the fields of educational psychology. It is a basic course. Prerequisite III. 1, 2. Open only to Juniors, Seniors and Graduates. *Two hours, first and second semesters.*

"5. **High School Methodology.** This course has for its purpose the training of teachers for week-day religious schools of high school grade. It will consider the modern high school and methods of instruction and administration with special reference to week-day and Sunday-schools of religion. Open only to Juniors, Seniors, and Graduates. *Two hours, first semester.*

"7. (S. T. VI. 1). **Psychology of Religious Experience.** The principles of psychology are made use of in seeking to gain a better understanding of the various forms of religious experience. The nature of religion and the method of analysis as applied to religious experience are discussed; also the limitations of scientific method in this field. This is followed by a

study of conversion, suggestion, and the subconscious in religion, fundamental religious beliefs, worship, prayer, mysticism, and faith in immortality. The course presupposes a knowledge of General Psychology. *Four hours, first semester.*

"10. **Psychology of Childhood.** A study of the child's development through the Nursery, Kindergarten, Primary, and Junior years, with special reference to the task of the teacher of religion. Open only to Juniors, Seniors, and Graduates. *Two hours, second semester.*

"11. **Adolescent Psychology.** A careful study of the development and growth of adolescents, the psychological problems involved, and the influence of environment, in this development. Open only to Juniors, Seniors, and Graduates. *Two hours, first semester.*

"13. **Leadership A.** This course is intended to meet the needs of the social and religious worker interested in developing qualities of leadership in self and in others. Discussion of the essential principles which underlie the activity of the mind in everyday life, outlining a practical method of investigating individual, intellectual, moral, and religious problems. Intensive personal study of each student. Attributes of an ideal leader. Supplementary reading, reports, and personal conferences with instructor. Prerequisite, Courses 1 and 2. *Two hours, first semester.*

"14. **Leadership B.** Primarily for students who have completed Leadership A. Analysis of the chief physical, intellectual, moral, and religious attributes of an ideal social and religious leader and the problems connected with and the extent to which it is possible successfully to inculcate these attributes in our own lives and the lives of others. Problems connected with methods of influencing people, mental hygiene, abnormal mental conditions, etc. Reports, special readings, and personal conferences with instructor. *Two hours, second semester.*

"15, 16. **Mental Diagnosis.** Adapted for students interested in the direction of the intellectual, social, moral, and religious development of children. Presentation of a practical view of mind. Comprehensive study of the history and systems of individual intelligence tests, their application and psychological significance as a method for mental examinaitons. Examination of children by the instructor in the presence of the class, the diagnosis, and the recommendations. Practice in individual examining of children by each student under the supervision of the instructor. A fee of six dollars will be charged for material used in this course. Credit for the work of the first semester will be given only upon completion of the second semester's work. Open to Seniors and Graduates. *Two hours, first and second semesters.*

"20. **Vocational Guidance.** This course is designed to acquaint the student with the progress and methods of the vocational guidance movement; with the practical application of the principles of psychology and sociology to the choice of vocations, and to prepare the religious and social workers to become vocational counselors. Open to Seniors and Graduates. *Two hours, second semester.*

"**Principles and Methods of Teaching the Bible. VII. 3, 4.** *Two hours, first and second semesters.*

"**Methods of Teaching Children of Elementary School Age. VII. 45, 46.** *Three hours, first and second semesters.*

"**Teaching Technique in Elementary Education. VII. 54.** *Two hours, second semester.*

IV PHILOSOPHY AND CHRISTIAN DOCTRINE

"**1. Introduction to Philosophy.** A study of the chief problems with which philosophy is concerned, and a discussion of the standpoints of the chief schools of philosophical thought. This course is suitable for beginners in the subject and seeks to help students to think philosophically. The relation of philosophy to other fields, such as literature, education, and religion, will receive special emphasis. Open only to Juniors, Seniors, and Graduates. *Two hours, first semester.*

"**2. Metaphysics.** Continues and presupposes Course 1. Open only to Juniors, Seniors, and Graduates. *Two hours, second semester.*

"**3. Theoretical Ethics.** The principles underlying morality, the schools of ethical thought, the moral ideal, and distinctive problems of Christian ethics are among the topics discussed. Presupposes Courses 1 and 2. Open only to Juniors, Seniors, and Graduates. *Two hours, first semester.*

"**4. Practical Ethics.** Application of ethical theory to concrete individual and social morality, with special reference to the problems of the pastor and religious educator. Continues and presupposes Course 3. Open only to Juniors, Seniors, and Graduates. *Two hours, second semester.*

"**5. (S.T. IV. 5) Philosophy of Religion.** Foundation principles of a philosophical interpretation of religion, such as the significance of the science of religion and its relation to philosophy of religion, the logic of religious truth, and the implications of the concept of personality as applied to man and to God. *Two hours, first semester.*

"**6. (S. T. IV. 8) Religious Values.** Presupposes and continues Course 5. Discussion of such problems as social aspects of religious values, the experience of religious values, and the objectivity of value (including the problems of evil and immortality). *Two hours, second semester.*

"**7. Seminar in Philosophy A.** The purpose of this course is the intensive study of controverted concepts in modern philosophy and psychology. The topic for 1928-1929 is "Purposive Behavior" denied by Professors Titchener and Thorndike and just as vigorously asserted by Professor McDougall, Miss Calkins, and Dr. Brightman. Biographical data for the course will be taken from Mr. Gamaliel Bradford's and Dr. Richard Cabot's books on psychographical subjects. Open to approved students only. *Two hours, first semester.*

"**8. Seminar in Philosophy B.** Continues and presupposes IV. 7. "Memory" will be the subject of research, with methods similar to those employed in the preceding course. Open to approved students only. *Two hours, second semester.*

"**9. Foundations of Christian Belief.** A study of the meaning and validity of Religious Knowledge, Belief, and Faith; an examination of the

cardinal beliefs of Christianity; a critical appraisal of the possible objections to Christian belief advanced by various branches of science and philosophy, a systematic study of the philosophic and experiental bases of Christian faith. Recitations, class-room discussions, assigned papers, supplemented by occasional lectures. Prerequisite, Courses I. 1 and I. 2. Open to Juniors, Seniors, and Graduates. *Three hours, first semester.*

"12. (S. T. IV. 4.) **Present Tendencies in Religious Thought.** Part I. The main currents in contemporary philosophy and life; the materialistic, positivistic, and idealistic philosophies, the socio-economic interest, and democracy and nationalism. Part II. The adjustment of Christianity to its new environment; the historical criticism of the Bible, the Ritschlian theology, the history-of-religion school and religious apriorism, the theology of the social gospel, and the theological implications of the psychology of religion. *Four hours, second semester.*

"13, 14. (C. L. A. XIV. 35, 36.) **History of Philosophy.** A study of the history of philosophical speculation from the earliest Greek thinkers to the middle ages. The second semester's work will include the main lines of modern philosophical opinion from Bacon through Kant. *Three hours, first and second semesters.*

V PHYSIOLOGY AND BIOLOGY

"1, 2. **Physiology, Personal Hygiene and Community Health.** A course of study of the vital functions of the human body and their relation to the principles and practice of individual and community health. Special Lectures: Animal Phyla; Comparative Anatomy; Comparative Physiology; General Animal Functions; Heredity; Descent with Modification; Care of the Body; Food; Water Supply; Ventilation. Lectures, recitations, demonstrations, laboratory work. Two lectures and two hours of laboratory work each week. *Three hours' credit, first and second semesters.*

"3. **Field Zoölogy.** In the early fall, field trips will be taken for the purpose of becoming familiar with some of the more common forms of animal life. Many species will be identified in their natural haunts and special attention will be given to the marks for identification. Mammals, birds, fish, insects, and some of the lower forms of life will be studied. Two class periods and one field or indoor laboratory period each week. *Three hours, first semester.*

"4. **Field Botany.** Lectures and field trips will be devoted to the study of flowers and the best methods of identifying them in their natural environment. Many species of trees, shrubs, and flowers will be studied, and a few class periods will be devoted to the study of the lower forms of plant life. This course is planned for those who expect to be leaders of groups of young people, and who wish to be prepared to give instruction to them in the simpler and more interesting facts of botanical science. Two class-room periods and one field or indoor laboratory period each week. *Three hours, second semester.*

"5. **Principles of Natural Orientation.** Practical studies in plant and animal orientation and the general directional forces of the natural world. Tropisms and instincts will be studied in the field and in the laboratory. Based upon these, instruction will be given in pathfinding, mountain climbing, and general outdoor activities. The course will have its culmination in a brief study of the controlling forces in human life. Field trips required. *Two hours, first semester.*

"6. **Plant and Animal Ecology.** This course will include indoor and outdoor studies in woodcraft; practical experience in the identification of various forms of life; seasonal studies; ecology, economic problems, and animal reactions; the laws of nature and methods of studying them; laboratory and field studies in the complex relationships of life; and studies in the best methods of giving nature instruction in the field. Two consecutive hours of indoor or outdoor work each week. *Two hours, second semester.*

"8. **Home Hygiene and Care of the Sick.** This course embraces elementary home sanitation, personal hygiene, the principles of first aid, and the essential points to be observed in caring for the sick and the prevention of disease. Instruction is given in theoretical and practical work, with demonstrations of important phases of sick-room care. Several trips to hospitals and other places of interest will be arranged. The course is given with the coöperation of the American Red Cross and follows the lines of the instruction given during the war. At the completion of the course a Red Cross Certificate will be issued to all who pass. For women only. *Two hours, second semester.*

VI GEOLOGY AND ASTRONOMY

"1. (C. L. A. II. 41.) **Physical Geology.** The structure of the earth, the materials of which it is composed, the forces which work upon it, and the development of land forms. Two lectures and two laboratory periods. Three half-day field excursions. *First semester.* (Credit 3 hours.)

"2. (C. L. A. II. 42.) **Historical Geology.** The history of the earth and the succession of life. Prerequisite, Course 1, Physical Geology. Two lectures and two hours of laboratory work each week; three half-day field excursions. *Second semester.* (Credit 3 hours.)

"3. (C. L. A. II. 49) **The Physical World and Man.** The relation of land-form and climate to man; the questions of habitability, of natural migration pathways, and of human progress as influenced by regional conditions. *Three hours, first semester.*

"5, 6. (C. L. A. I. 1, 2.) **Descriptive Astronomy.** The solar system and the stellar universe. A brief course designed for students who have not studied physics. *Two hours, first and second semesters.*

"**General Chemistry.** (C. L. A. III. 1, 2.) *Four hours, first and second semesters.*

"**Chemistry of Food and Nutrition.** (C. L. A. III. 3) *Three hours, first semester.*

VII RELIGIOUS EDUCATION

A. PRINCIPLES AND GENERAL METHODS

"1. **Principles of Moral and Religious Education.** An examination of the principles underlying moral and religious education, and the application of these principles to concrete and practical problems in home, church, and school. The implications of current psychological and philosophical concepts are considered. Motivation, project method, and other theories of teaching are subjected to critical analysis. Open only to Seniors and Graduates. *Four hours, first semester.*

"3, 4. **Principles and Methods of Teaching the Bible.**

"(*a*) *Principles.* An intensive study of the meaning and scope of revelation, and an evaluation of the Bible as revelation; a further study of inspiration, authority, and Christian certainty. This will be followed by a critical evaluation of current methods of interpreting the Scriptures. The aim of this semester's work will be the determining of a valid and thoroughly defensible method of procedure in interpreting the Christian Scriptures.

"(*b*) *Methods.* A critical evaluation of textbooks, the proper organization and sequence of courses, and a study of the most effective methods of teaching the various Bible courses usually offered in college.

"A *seminar course* open only to Seniors and Graduates who possess a satisfactory knowledge of the content of the Scriptures. *Two hours, first and second semesters.*

"**Worship in the Church School. X. 21, 22, or 22a.**

"**Music Education in the Church School. X. 7, 8.**

"**Curriculum Building. VII. 49.**

B. GENERAL ORGANIZATION AND ADMINISTRATION

"10. **Organization and Curriculum of the Church School.** This course will consider the organization, curriculum, and program of religious education in a democracy in which the Church and State are separate. National, community, and local church problems are considered. The modern graded school will be developed. Practical work will be provided for all departments of the graded school. Open to Seniors and Graduates. *Four hours, second semester.*

"11. **Organization and Administration of Community Religious Education.** This course aims to provide such technical knowledge of the principles and procedures of coöperative religious education as is required of city superintendents, and other regional and community executives. Special consideration will be given to principles of organizational procedure, types of community organization, coöperative leadership training, Sunday-school improvement, week-day schools of religion, and vacation church schools. Open only to Seniors and Graduates. *Three hours, first semester.*

"12. **Practicum for Directors of Religious Education in the Local Church.** This course is based upon the practical application of the theory and technique of religious education to the problems faced by a director or minister of education in a local church. Special consideration will be given to the following problems: an integrated organization, church school administration, curriculum, leadership training, standards, personal and professional problems. Open only to Seniors and Graduates. Prerequisite, or collateral, one or more of the following course: VII. 19, 20; 21; 22; 23, 24. *Two hours, second semester.*

"14. **The Organization and Administration of Religious Education in the Local Church.** A comprehensive survey of the modern church school, organized to meet the needs of childhood, youth, and adult life. Practical consideration of equipment, administration, development of leadership, courses of instruction, training in worship, and expressional activities. Open to Sophomores, Juniors, and Seniors. *Two hours, second semester.*

C. STATISTICS AND MEASUREMENTS

"19, 20. **Statistical Methods Applied to Religious Education.** This course aims to provide the necessary technical knowledge of statistical methods to enable (1) directors of religious education to use effectively the data available in any church school in the solution of the problems of the school; and (2) those engaged in research to apply this technique to the solution of important problems in religious education requiring statistical treatment. The course will consider the following: Use made of statistical methods in religious education; the type of problems to which statistical methods can be applied; discussion of and practice in the collection and systematic classification of data; practice in the analytic methods of describing frequency distribution — method of averages, variability, relationship, and reliability. Graphic methods of reporting school facts will be treated in some detail.

"The statistical laboratory is equipped with adding and calculating machines. Students will be taught the use of these machines in the computation of statistical measures. Satisfactory completion of both semesters' work necessary for credit. Open to Seniors and Graduates. *Two hours, first and second semesters.*

"21. **Supervision of Religious Education Through Objective Tests and Measurements.** This course is not a general course in supervision. It is intended (1) to acquaint the student with the methods and technique of scientific supervision as developed in the public schools during the last twenty years; (2) to show the application of the methods and technique to the supervision of religious education; and (3) to afford as much opportunity as possible for development of skill in the use of the more objective instruments — checking-lists, score-cards, scales, standardized tests, etc. — which have been devised for the field of religious education. Special attention will be given to the present limitations of these devices and instruments of measurement.

"At the beginning of the semester the course will review briefly the aims and purposes of supervision of religious education; and the principles governing supervision of improvement and rating of teachers, progress of children in school, curricula, and curricula making, etc. Open to Seniors and Graduates. *Two hours, first semester.*

"**22. Child Accounting in the Church School.** This course aims to acquaint those engaged in religious education with the basic purposes of pupil records, the technique of record-keeping, the essential features of periodic reports, and the publicity value of such reports. The following is a brief statement of the topics considered: Function of accounting in business and industry; study of methods and results of child accounting in child-helping agencies and the public school; importance of accurate and detailed record of facts for evaluating the work and results of the church school; criteria and standards for the determinination of what facts should be recorded; comparative study of record forms and blanks in use in different schools; development of uniform blanks for recording facts concerning the child and his progress in the church school; uses and interpretations of data gathered. Open to Seniors and Graduates. *Two hours, second semester.*

"**23, 24. Surveys and Measurements in Religious Education.** This course aims primarily to give the student a working knowledge of (1) the survey method as applied to the field of religious education, and (2) the theory and technique of measurement of the products of religious education.

"During the first semester the following problems will be attacked: (1) Measurement of the achievement of pupils using the various tests and rating scales which have been developed for this purpose; (2) measurement of the adequacy of a number of church and religious education plants by means of the Inter-Church Score Card and Standards; and (3) the evaluation of church lesson systems by means of the Peters Score Card.

"During the second semester the survey of other phases of religious education will be made, such as the following: (1) Organization and Administration; (2) Finance; (3) Instructional Staff; (4) Child Accounting; (5) Supervision.

"Open to Seniors and Graduates. Two hours' class-room work, two hours' laboratory and field work. *Three hours' credit, first and second semesters.*

"**25. Seminar in Experimental Method.** This course is intended (1) to acquaint the student with the purposes and technique of educational experimentation; and (2) to guide the student who wishes to undertake the solution of problems in religious education through experimentation. A knowledge of statistical methods is a prerequisite to this course. Open only to Graduate students on consent of the Instructor. *Two hours, first semester.*

"**26. Seminar in Educational Measurements.** At the beginning of the course a study of typical tests, scales, and score cards in the fields of public and religious education will be made. Following a study of the methods used in the construction of these objective instruments, each

member of the class will undertake the construction and standardization of one of these objective instruments for use in the field of religious education. Open to Graduates only. *Two hours, second semester.*

"**Educational Psychology. III. 3, 4.** *Two hours, first and second semesters.*

"**Mental Diagnosis. III. 15, 16.** *Two hours, first and second semesters.*

D. ADOLESCENT RELIGIOUS EDUCATION

(Secondary Education and Young People's Work)

"**30. Introduction to Young People's Work.** A critical survey of young people's work in the light of adolescent needs; a study of the history and development of movements and organizations dealing with adolescents. This course is planned especially for Sophomores and special students. *Two hours, second semester.*

"**31. The Church Program of Adolescent Religious Education.** An intensive study of the church's place in the religious education of adolescents, considering the problems of program, organization, and administration. This course will include one hour lecture, two hours' group discussion, and related observation and practice under supervision. Open only to Juniors, Seniors, and Graduates. *Three hours, first semester.*

"**32. Progressive Developments in Adolescent Religious Education.** An advanced study of new developments in the religious education of adolescents dealing with problems of curriculum, leadership training, and the coöperative religious program of a community for young people. Lecture, group discussion, observation, and practice. Prerequisite VII. 31. Open only to Juniors, Seniors, and Graduates. *Three hours, second semester.*

"**33. Principles of Adolescent Religious Education.** A course for advanced students in the theory and principle underlying adolescent education. Critical study of prevailing methods, programs and organizations, as they are related to the development of a sound educational theory and practice. Open only to Seniors and Graduates. *Three hours, first semester.*

"**34. Field Promotion of Young People's Work.** This course is designed for those students who will enter the work of field promotion of adolescent religious education. A study of policy, promotion methods, publicity, surveys, leadership training, platform work, office records, finances, convention programs, and executive problems. *Two hours, second semester.*

"**35, 36. Seminar in Adolescent Religious Education.** Open only to seniors and graduate students who are prepared to carry on intensive study and research in the field of young people's work. A current problem will be chosen by the group for investigation. Individual research may be carried on by qualified students by special arrangement. Students admitted to this course only after conference with the instructor. *Two hours, first and second semesters.*

"**37, 38. Practicum for Young People's Directors.** A course open only to advanced students who hold apprentice positions. Study and discussion of typical problems in practical work. Students admitted only after conference with the instructor. *One hour, first and second semesters.*

"**40. Principles and Methods of Recreation.** An intensive study of the theory and principles of recreation and their application to the field of religious education; survey of existing organizations and programs; consideration of methods and materials in use. Open only to Juniors, Seniors, and Graduates. *Two hours, second semester.*

"**42. Camp Management.** A careful study of the value and place of camps from an educational standpoint. Consideration of site, equipment, leadership, program, activities, and religious life. Special study of church and institutional camp problems and leadership training methods for camps. *Two hours, second semester.*

"**43. Summer Camp Study and Practice.** This course, open only to advanced students, will afford opportunity for observation, study, and practice in approved summer camps. Summer credit, four hours.

"**44. Campcraft.** A practical course in camping, including a study of the various types of camps; their location in reference to soil, drainage, sanitation, and immediate environment; natural materials useful for campers; camp food and its preparation; the building of ovens, fireplaces, incinerators, etc.; tents and other camp-shelters; first aid and emergency methods; and a careful study of the material problems of modern camping. *Two hours, second semester.*

"**High School Methodology. III. 5.** *Two hours, first semester.*

"**Adolescent Psychology. III. 2.** *Two hours, first semester.*

"**Adolescent Worship. X. 22a.** *Two hours, second semester.*

"**Field Zoölogy. V. 3.** *Three hours, first semester.*

"**Field Botany. V. 4.** *Three hours, second semester.*

"**Principles of Natural Orientation. V. 5.** *Two hours, first semester.*

"**Plant and Animal Ecology. V. 6.** *Two hours, second semester.*

"**Physical Education and Technique (for men). XI. 7.** *Three hours, first semester.*

"**Elementary and Advanced Physical Education (for women). XI. 1, 2, and 3, 4.** *Two hours, first and second semesters.*

"**Coaching (for women). XI. 8.** *One hour, second semester.*

"**Educational Psychology, III. 3, 4.** *Two hours, first and second semesters.*

E. ELEMENTARY EDUCATION

"**45, 46. Methods of Teaching Children of Elementary School Age.** A study of the needs of the child from six to eleven years of age. Suitable lesson materials for use in the church school. Teaching technique: drill, appreciation, and problem-project. Some of the topics discussed are stories and story-telling, dramatization, picture interpretation, memorization, and how to stimulate thinking. Open to Juniors, Seniors, and Graduates. *Three hours, first and second semesters.*

"**47, 48. Practice Teaching in Elementary Grades.** Supervised teaching in the Demonstration School and other training centers, with observation of teaching and of various typical children's activities, in addition to one hour of class-room work. Prerequisite, VII. 45, 46. *Two hours, first and second semesters.*

"49. **Curriculum Building.** A course dealing with the principles which govern the selection and organization of the curriculum. Some practice in the technique of curriculum making. Open only to Seniors and Graduates. *Two hours, first semester.*

"50. **Curriculum Problems.** A seminar for advanced students who are interested in developing curricula to meet special conditions and needs. A study of recent experiments in solving particular problems. Prerequisite, VII. 49. *One hour, second semester.*

"53. **Survey of Elementary Education.** This course is designed for those who have not made a special study of work with children, but who desire a survey of the four departments: Nursery, Kindergarten, Primary, and Junior. Open to Juniors, Seniors, and Graduates. *Two hours, first semester.*

"54. **Teaching Technique in Elementary Education.** A brief course in the theory of teaching as applied to the elementary school. Planned for students not majoring in elementary education. A study of such practical aspects of teaching as story telling, memorization, interpretation of pictures, use of the problem approach to teaching, planning and administering class-room programs. Open to Juniors, Seniors, and Graduates. *Two hours, second semester.*

"56. **Supervision of Elementary Education.** A study of the problems of supervision as related to a program of elementary education in the church school. *Two hours, second semester.*

"59, 60. **Kindergarten Education.** A study of the problems of early childhood. The modern kindergarten in theory and practice. Methods of training children. Planning and administering an educational program for the church school. Open to Juniors, Seniors and Graduates. *Two hours, first and second semesters.*

"61. **Nursery School Technique.** This course deals with the children from two to four years of age. It includes the method of handling individual habit problems, the materials, and technique of their presentation. Some of the subjects discussed are occupational handwork music and rhythm, pictures and stories. *One hour, first semester.*

"62. **Nursery School Administration.** A study of problems involved in the organization and administration of the nursery school. Practical consideration of equipment, budget making and program building. *One hour, second semester.*

"63, 64. **Nursery School Practice.** This course offered at the Nursery Training School of Boston provides through conferences and practice opportunity for intensive study in the problem of the pre-school child. *Six credit hours, first and second semesters.*

"65. **Child Care.** This course discusses the physical development and care of the pre-school child and offers opportunity for observation in medical clinics and hospitals. (One additional hour's credit may be earned in observation work.) *Two hours, first semester.*

"**Psychology of Childhood. III. 10.** *Two hours, second semester.*

"**The Case Method. VIII. 3, 4.** *Two hours, first and second semesters.*

"**Supervision of Playgrounds, XI. 5, 6.** *Two hours, first and second semesters.*

"**Plant and Animal Ecology. V. 6.** *Two hours, second semester.*
"**Worship. X. 21, 22.** *Two hours, first and second semesters.*

VIII GENERAL CHURCH AND INSTITUTIONAL WORK

"**1. General Church Administration.** This course will study the organization, equipment, and administration of the various departments of the local church. The subject-matter will be treated from the standpoint of the church office, *i.e.*, the pastor's secretary, the assistant pastor or general church worker. The course will deal with personal relationships, records, correspondence, publicity, the problems and duties of a well-regulated church office, and the efficient administration of the church's program in worship, evangelism, service, education, and finance. *Two hours, first semester.*

"**2. Parish Visitation.** This course is designed to give practical experience under expert supervision in parish visitation. It will include general parish visiting, church school visiting, etc. The technique of each visit will be evaluated and the student-visitor will be given personal help in acquiring the highest type of professional skill. *Two hours, second semester.*

"**3, 4. The Case Method.** The aim of this course is the study and discussion of the social problems of individuals and families. Emphasis is laid upon the ideals and principles that lie behind case work; upon matters of technique involved in approach, investigation, and diagnosis, preliminary to treatment; upon recognition of human and social values in case work, and upon lessons in prevention and educational possibilities to be drawn from it. Open to Juniors, Seniors, and Graduates. Field Work: A period may be spent weekly in field work for one hour extra credit. *Two hours, first and second semesters.*

"**5. Rural Church Administration.** The literature, methods, purposes, and results of successful rural church ministries will comprise the body of this course which will lay a foundation for a more extended study of rural church problems. *Two hours, first semester.*

"**6. Religious Education in the Rural Community.** This course will provide an opportunity for the investigation of those topics in theory and practice which bear upon the problems of rural life. The organization, curriculum, program, and administration of the educational work of the rural church school will be considered. A general analysis of rural communities, together with the literature relative to the same, will form the basis of this course. *Two hours, second semester.*

"**8. Institutions and Agencies of a City Community.** This course is intended to acquaint the student with the institutions and agencies of a city. The course is organized around the problems of a modern city missionary society. Among the institutions to be studied are the following: various types of city churches; community religious education schools; Good Will Industries; municipal courts, hospitals, and dispensaries; settlement houses, etc. One hour of class work and two hours of field work are required. *Two hours' credit, second semester.*

"**Elementary and Advanced Physical Education. XI. 1, 2, and 3, 4.** *Two hours, first and second semesters.*

"**Survey of Elementary Education. VII. 53.** *Two hours, first semester.*

"**Campcraft. VII. 44.** *Two hours, second semester.*

"**Introduction to Young People's Work. VII. 30.** *Two hours, second semester.*

"**Worship in the Church School. X. 21, 22, or 22a.** *Two hours, first and second semesters.*

IX FOREIGN MISSIONS

"1. (S. T. IX. 1.) **Missions of the Modern World.** An outline study of the history, principles, methods, and social effects of Christian missions. *Four hours, first semester.*

"2. (S. T. IX. 2.) **The Religions of China and Japan.** The religions of China and Japan will be reviewed, and their present status examined. The student will be enabled to see these systems as effected by Western civilization and Christian missions. *Four hours, second semester.*

"3. (S. T. IX. 3.) **China — A Religious and Social Survey.** A study of the history, religion, and customs of the Chinese people, the progress of Christianity in China, and the present situation — political, social, and religious. *Four hours, first semester.*

"4. (S. T. IX. 4.) **Buddhism and Mohammedanism.** Special attention is here given to the Moslem problem. *Four hours, second semester.*

"5. (S. T. VI. 3.) **Living Oriental Religions.** Introductory study of the method in science of religion and the general features of religion in primitive life. The native religions of China and Japan. The religious development of India, including the Vedic, Brahmanism, and Hinduism, as far as its first contact with Christian missions. Early Buddhism and Mahayana Buddhism in China and Japan. The course includes some comparison of the theology of Northern Buddhism and Hinduism with that of Christianity. *Four hours, first semester.*

"6. (S. T. VI. 6.) **Ancient Religions.** After a preliminary discussion of the field and method in History of Religion, the main features of primitive religion are presented. This is followed by a study of the religions of Egypt, Babylonia, ancient Persia, Greece, and Rome. The influence of these early faiths upon Judaism and of the Mystery Religions upon Christianity is considered. Some attention is also given to the development of early theology and philosophical beliefs in the field of cosmology and religion. *Four hours, second semester.*

X THE FINE ARTS IN RELIGION

A. MUSIC

"1. **Hymnology A.** The history, interpretation, and use of hymns. Origin of hymns in church controversy and social crisis. Doxologies and misereres of the early Christian church. Monastic life in song. Religious

folk songs, spirituals, and carols. Reformation psalmody and hymnody. Hymn writing triumphs of the eighteenth and nineteenth centuries. Alterations in texts from quaint first forms and reasons therefor. Interdenominational and international aspects of hymns. Examination of modern religious verse for acceptable hymn centos. Methodology in congregational singing and the alignment of hymns with worship, sermon, and song festival. A non-technical course. Musical ability not a prerequisite. For Juniors, Seniors, and Graduates. *Two hours, first semester.*

"**3. The Fine Arts in Religion.** Art and its enrichment of religion. Religion and its enrichment of art. The urge toward the synthetic uses of the arts — their interdependence. Definition and organization of the fine arts for practical uses in church and church school: (1) Architecture, (2) Ritual, (3) Music, (4) Drama, (5) Painting. Building master programs through the correlation of the fine arts of congregational singing and the discriminating use of the hymn book; of special church music by choir, orchestra, organ, and soloists; of procedure in worship or the content and order of the ritual; of pageantry and its purposes of inspiration and propaganda; of art pictures for devotional and redemptive ends. Housing the fine arts or architectural aids and limitations. Sources of material. Blending the arts through the year. Musical ability not a prerequisite. For Juniors, Seniors and Graduates. *Two hours, first semester.*

"**4. Hymnology B.** Differentiation between hymn, hymn tune, chant, canticle, psalm version, carol, spiritual, gospel song. Methods of hymn study; the historic and biographical, the literary and textual, the theological and controversial, the interpretative and liturgic, the pictorial and dramatic, and the musical. Origin of hymn tunes from Gregorian chant, folk song, chorale, opera, oratorio, symphony, and sonata. Marching songs of the church. Songs in the night. Nature descriptions and the social gospel in hymns. The teaching, leading, and playing of hymns. A non-technical course. Musical ability not a prerequisite. For Juniors, Seniors, and Graduates. *Two hours, second semester.*

"**5. Masters and Masterpieces of Music.** Studies in the lives and works of the greatest musicians from the beginning of the development of music as an art to the era of Brahms or the middle of the nineteenth century. Familiarity with each genius will be gained by acquiring knowledge of his biography, personality, and peculiar musical contribution as illustrated in his writings and influence. Opportunity will be offered to perform, as members of the class are equipped to do so, and to hear typical examples of the music of the composers introduced in the course. Open to both the general and the musical student. *Two hours, first semester.*

"**6. Masters and Masterpieces of Music.** Beginning with Brahms, acquaintance will be made with musicians of recent and modern days and with their representative works. Methods followed will be similar to those employed in Course 5, which is not, however, necessarily a prerequisite study. Open to both the general and the musical student. *Two hours, second semester.*

"7, 8. **Music Education in the Church School.** Introduction to composers, sources, and examples of music of types necessary for the religious education of children and young people under the care of the church. Observation of public school methods and courses of study. Evaluation of publications for religious schools with regard to their worth in cultivating appreciation for the best sacred music and in stimulating individual spiritual life. Working out syllabi, setting forth aims and methods with illustrations for vocal and instrumental music programs of given groups. Practice in presenting various types of teaching materials. *Two hours, first and second semesters.*

"11, 12. **Musicianship.** Fourfold division, Diction, Solfeggio, Group Tone, Taste. (1) Diction, to be treated in three phases: phonetic spelling, rhythm, tone, pointing toward the training of choirs and choral societies in tone production. (2) Solfeggio or the classification of intervals, time values, rhythms, intonation, and their application. (3) Tone or vowels and their relation to tone quality, vocal and breathing exercises for tone building, importance of diction in the building of pure tone. (4) Taste or the intensive uses of diction, solfeggio and tone production through the medium of a few masterpieces. For students of music only. One and one-half hours' credit each semester. *Three hours, first and second semesters.*

"13. **Elementary Conducting.** Personal traits necessary in conducting. The technique of the baton. The sign language of the left hand. Interpretation in conducting, musical analysis, tempo, dynamics, phrasing and shading, balance of parts, toning up of inner voices. The use and abuse of unison singing. The study and interpretation of anthems and choruses. Practice conducting throughout the course. For music students only. Prerequisite, Course X. 11, 12. *Three hours, first semester.*

"14. **Advanced Conducting.** Studies in climax, rhetorical accent, staccato, pianissimo singing. *A capella* singing and its special problems. Accompaniment — organ, piano, orchestra. Conducting from score. Practice directing of standard cantatas and oratorios. Building of musical programs for church and concert. Study of repertoire. Prerequisite, Courses X. 11, 12 and 13. *Three hours, second semester.*

"15, 16. **Choral Art Society.** Intensive training in mixed chorus repertoire, both secular and sacred, leading to public performances in Greater Boston and radio broadcasting. Open to musically competent students. Examination of voices will be conducted at the beginning of each semester. One and one-half hours' credit each semester. *Three hours, first and second semesters.*

"17, 18. **Festival and Folk-Song Chorus.** A course in elementary singing designed for the general student who aspires to a better use of his voice and greater musical understanding. Solfeggio, the singing of rounds, folk-songs, hymns, choruses for musical and social enjoyment. Occasional public performances. Technical musical ability not a prerequisite. One hour credit each semester. *Two hours, first and second semesters.*

"19, 20. (C. L. A. XII. 3, 4.) **Harmony.** Chords, their construction, relation, progressions. The harmonization of melodies and basses, with original work. *Three hours, first and second semesters.*

"21, 22. (C. L. A. XII. 5, 6.) **Advanced Harmony and Counterpoint.** Presupposes Course 19, 20. *Three hours, first and second semesters.*

"NOTE: Credit in choral music may not exceed a total of six semester hours, for a baccalaureate degree.

B. WORSHIP

"21. **Worship in the Church School.** A brief survey of the history, meaning, and importance of worship. Interpretation of various modes of expression — prayer, music, scripture, confession of faith, and offering — with reference to their functions in public service. Comparison, selection, and compilation of typical materials which serve the purposes of worship in the church school. The first semester's work is half of the course preliminary to either Course X. 22 or X. 22a, according to the choice of the individual student. For Juniors, Seniors, and Graduates. *Two hours, first semester.*

"22. **Elementary Worship.** A study of the interests, needs, and capacities of children under twelve related to the experience of worship. Means and materials best adapted to cultivate whole-hearted participation in group worship. Practice in planning and directing services. For Juniors, Seniors, and Graduates. Prerequisite, Course X. 21. *Two hours, second semester.*

"22a. **Adolescent Worship.** Inquiry into characteristic and potential attitudes of young people above twelve toward specific acts of devotion in private and in public. Adapting the forms of worship essential to departmental practice of worship. Examination of the sources of the literature of worship and choosing representative illustrations. Creating and guiding services for early, middle, and later adolescence. For Juniors, Seniors, and Graduates. Prerequisite, Course X. 21. *Two hours, second semester.*

"**Spiritual Values in Modern Poetry. XIII. 30.** *Two hours, second semester.*

"**Psalms, Job and Other Writings — the Hagiographa. I. 3.** *Three hours, first semester.*

C. RELIGIOUS ART

"27. **Life of Christ in Art.** A study primarily of the masterpieces of painting that illustrate the life of Christ. The approach will be first chronological, in order to acquaint the student with the excellencies and the limitations of the various periods of art from the time of Giotto; and second, topical, in order to bring out by comparative study the religious values in the various representations of gospel incident. One of the chief gifts of the course will be a point of view and a method; one of the by-products, valuable suggestions to preachers and religious teachers. Open to Juniors, Seniors, and Graduates. *Two hours, first semester.*

"**29. The Use of Art in Religious Education.** This course discovers the religious sources of art and the means of utilizing art in teaching religion. Some of the topics considered are: the spiritual hungers of the ancient world as revealed in the art of Egypt, of Greece, and of India; brief survey of the growth and functions of Christian art; methods of interpreting art; pictures for children, for juniors, and for adolescents — the examination of many pictures to discover their religious values and their adaptability for use in education; the messages of religious architectures; suggestions for using the art resources of a community. Open to Seniors and Graduate students. *Two hours, first semester.*

"**Religious Art XVI. 2. (Travel Course.)**

D. DRAMA AND PAGEANTRY

"**31. The Theory of Pageantry and Religious Drama.** A study of the various types of religious drama and sacred and civic pageantry, with emphasis on sources, structure, literary quality, and dramatic technique. Sources of material available for church and community purposes, and its practical adaptation and development in modern usage. *Two hours, first semester.*

"**32. The Technique of Pageantry.** A practical course in the directing of a pageant or play, its organization, coaching, adaptation of local equipment, and financing. Accompanied by experimental producing by members of the class under the direction of the instructor. *Two hours, second semester.*

"**33, 34. Dramatic Composition.** A course designed primarily for those interested in the writing of plays adapted to church or social service work. It will include the study of play texts, assigned reading and reports, a study of the principles of play construction, plotting, characterization, illustrative dramatic action, dialogue, and practice work in the construction of scenarios. Especial emphasis will be laid on their use as vehicles for the conveying of ethical and civic values, and as a means of presenting religious and social ideals. Each member of the class will be required to write one play adapted to present use, and the conduct of the class will include the discussion of such work, first as a secnario, and later in completed form. *Two hours, first and second semesters.*

"**35, 36. Advanced Dramatic Composition.** A second-year course in playwriting open only to those who have done work of distinction in X. 33, 34. The permission of the instructor must be obtained to register for this course. *Two hours, first and second semesters.*

"**38. The Writing of Pageants.** A study of the adaptation of the pageant form to propagandic uses and the dramatic presentation of social and spiritual beliefs. The permission of the instructor must be obtained before registering for this course. *Two hours, second semester.*

"**40. Modern Religious Drama.** A study of the technique of modern drama as illustrated by present-day dramatists in their treatment of spiritual themes. *Two hours, second semester.*

"41, 42. **Costuming and Properties.** Study of primitive costumes, early historic costumes, Hebrew, Persian, Indian, Egyptian. Costume of the following countries at the time of Christ: Palestine, Egypt, Greece, Rome, Persia, Arabia. The Renaissance tradition in representing the life of Christ. Color symbolism. Designs and decorations to be used in representing Biblical subjects. Methods used in applying designs. Block printing, stenciling, painting, applique, and primitive embroidery, applied to costumes. The making of hats and properties, and simple backgrounds. *Two hours, first and second semesters.*

"43, 44. **Stage Design.** Study of the principles of design as applied to stage settings. Students will be given practice in designing three-dimensional models and constructing sets for final productions. Different models will be studied, realistic, stylized, and abstract. Special emphasis on the adaptation of church interiors to ecclesiastical drama. Elementary principles and methods of lighting will be included. *Two hours, first and second semesters.*

"**The History and Development of English Drama to 1642. XIII. 15, 16.** *Three hours, first and second semesters.*

XI PHYSICAL EDUCATION AND HYGIENE

"1, 2. **Elementary Physical Education and Hygiene** (for women). On the basis of the individual health needs of each student, as disclosed by the health examination required for admission to the school and subsequent health conferences with the school physicians, each candidate for a degree is assigned to one of the following divisions of class work: —

"(*a*) Group exercise and personal hygiene applied.

"(*b*) Individual exercise for the training of correct body mechanics and health. Personal hygiene applied. *One-half hour credit. One hour, first and second semesters.*

"3, 4. **Advanced Physical Education** (for women). Presupposes a course in college physical education and hygiene. This course includes a review of the progression of gymnastic exercises and advanced work in marching, gymnastics, and games. It offers study and practice in the technique of teaching gymnastics, and is designed to help students whose later teaching may include instruction in elementary physical education and hygiene. *One hour, first and second semesters.*

"5, 6. **Supervision of Playgrounds.** This course deals with the organization and supervision of playgrounds, group games, outdoor recreation problems and handcraft. Practice in supervision is provided students in this course. *Two hours, first and second semesters.*

"7. (C. L. A. XV. 1.) **Physical Education and Technique.** Intended for young men whose work may include supervision of gymnastics in high schools. Lectures on history of physical training, effects of rhythmic and corrective exercises, external physical diagnosis, anthropometry, and pedagogical methods. *One lecture period and two practice periods each week. Credit, one hour. Three hours, first semester.*

"**8. Coaching.** Instruction and practice in directing sports and training in giving first aid in emergencies. *One hour, second semester.*

"**9. Sports.** Regular practice periods for volley ball, basket ball, baseball, and tennis in season. Inter-class games. Tennis tournaments for beginners and advanced players. Hiking and swimming, alternating weekly during the semester. Winter sports, including skating, skiing, and tobogganing. (See program of Athletic Committee of Women's Council for other sports, including swimming, life saving instruction, and hiking.)

"**Camp Management. VII. 42.** *Two hours, second semester.*

"**Campcraft VII. 44.** *Two hours, second semester.*

"**Summer Camp Study and Practice. VII. 43.** *Summer, credit four hours.*

XII HISTORY

A. HISTORY OF EDUCATION

"**1. History of Religious Education before the Protestant Reformation.** This course traces the history of religious education from the ancient Jewish and Grecian systems, down through the monasteries, to the Renaissance-Reformation Period. Open only to Juniors, Seniors, and Graduates. *Three hours, first semester.*

"**2. History of Religious Education from Protestant Reformation to the Present Time.** This course continues, but does not presuppose Course, I. It will include a study of content and method of religious and moral instruction in the various civil and religious organizations from the Reformation to the present. Open only to Juniors, Seniors, and Graduates. *Three hours, second semester.*

"**3, 4. (C. L. A., V. 1, 2.) History of Education.** Educational theory and practice from early times to the present, with special reference to the influence of early ideals on modern education. The course offers a perspective for other courses in education. European history is prerequisite. *Two hours, first and second semesters.*

"**Beacon Lights of Religious Education. XVI. 3.** (Travel Course.)

B. HISTORY OF THE CHRISTIAN CHURCH

"**9, 10. The History of the Christian Church from the Beginnings of Christianity to the Protestant Reformation.** The object of this course is to describe and interpret the origin and evolution of the Christian Church, the conversion and organization of the Mediterranean and the European worlds, and the place of the Church in medieval society. Special attention will be given to the great principles and personalities of the Church, in their influence on civilization, including the problems of religious education. Open only to Juniors, Seniors, and Graduates. *Two hours, first and second semesters.*

"**11, 12. The History of the Christian Church from the Protestant Reformation to the Present Time.** This course continues, but does not

presuppose, Course 9, 10. Open only to Juniors, Seniors, and Graduates. *Two hours, first and second semesters.*

"13, 14. **Seminar in Church History.** A research course, with critical study and discussion, in one of the commanding epochs or personalities in this history of the Church. Open only to Graduates who have had approved prerequisite courses. *Two hours, first and second semesters.*

"16. **The History of Protestant Denominations.** This is a survey course of the rise and development of the Protestant sects. *Two hours, second semester.*

C. HISTORY OF THE UNITED STATES

"19, 20. **American History.** A general survey of the growth of the American nation, covering the period of discovery and exploration, colonial development, and the growth of the West, the Civil War, reconstruction, recent legislation, the United States as a world power, and a brief summary of recent history. Open to Sophomores, Juniors, and Seniors. *Three hours, first and second semesters.*

"22. **History of the United States since 1865.** Recent and contemporary American history, with emphasis upon the social and economic factors which have affected the political life of the nation during the period, and also upon international relations. Primarily for Juniors and Seniors. Open to other students with the consent of the instructor. *Three hours, second semester.*

D. EUROPEAN HISTORY

"31, 32. **European History.** An introductory course primarily for Freshmen and Sophomores. A general survey of the principal factors in the history of Western Europe from the fourth century A.D. to the present time. The aim of the course is to introduce the student to his college history work and to provide a background for his studies in education, art, literature, language, and the social sciences. *Three hours, first and second semesters.*

"33. **European History since 1815.** The political, social, and economic developments in the principal countries of Europe in the nineteenth century and in our own day. Prerequisite, European History, Course XII. 31, 32, or its equivalent. *Three hours, first semester.*

E. POLITICAL SCIENCE

"41. **International Relations.** The aim of the course is to develop, in a scientific manner, an appreciation of the fundamental factors and principles involved in modern international relations and to furnish a knowledge of the essential backgrounds in the chief problems of the world at the present time. Attention will be given to such topics as, The League of Nations, the World Permanent Court of International Justice, the Hague Permanent Court of Arbitration, Disarmament, the Far-East Problem, Pan-Americanism, the Monroe Doctrine, the Open Door Policy,

America's Outlook in World Affairs, etc. Open to Sophomores, Juniors and Seniors, and to others with the consent of the instructor. *Three hours, first semester.*

"42. **Modern Government.** An introduction to the study of government — its principles and problems, with special reference to the government of the United States. Comparison is made with the governments of Great Britain, France, Germany, and Canada, and their recent developments. The aim of the course is to give a knowledge of fundamental political principles by means of which to interpret intelligently facts, concerning form and structure of government, already familiar through descriptive study. Lectures, collateral reading, reports, quizzes, and discussions intended to stimulate political thinking. *Three hours, second semester.*

XIII ENGLISH LANGUAGE AND LITERATURE

"1, 2. **Rhetoric and Composition.** Designed to furnish systematic training in the use of the English language. Textbooks are employed both for study and for reference, but the main emphasis is upon class-room drill and weekly themes. Attention is devoted especially to grammar, punctuation, diction, sentence and paragraph structure, and the whole composition. Required of all Freshmen. *Three hours, first and second semesters.*

"3. **Vocabulary Building.** A thoroughly practical course designed to increase the verbal resources of the student. Textbook assignments are supplemented by weekly written exercises and by lectures. Elective. Prerequisite, English 1 and 2. *Two hours, first semester.*

"4. **Advanced Composition.** In this course description, narration, and exposition are carefully reviewed, and detailed attention is given to special literary forms and problems. The size of the class is limited and individual conferences are a feature. Prerequisite, English 1 and 2. Elective. *Three hours, second semester.*

"11, 12. **American Literature.** A careful survey of the whole field from colonial days to the present. The work consists of textbook assignments, collateral reading, lectures, individual reports, and pilgrimages to literary shrines. Elective. Prerequisite, English 1 and 2. *Two hours, first and second semesters.*

"13, 14. **English Literature.** An outline history from Anglo-Saxon times to the present, with special stress upon noteworthy works and authors, literary periods, literary types, and backgrounds. Bi-weekly lantern lectures are a feature of this course. *Required before graduation of all those who have not had the equivalent of this course.* Prerequisite, English 1 and 2. *Three hours, first and second semesters.*

"15, 16. **History and Development of English Drama to 1642.** A detailed study of the rise and gradual development of the dramatic genre and dramatic technique from the beginning in the Middle Ages to the closing of the theatres. Lectures and extensive reading in the trope, miracle, morality, interlude, early play, Shakespeare and his contem-

poraries and successors. Elective. Prerequisite, English 13, 14. *Three hours, first and second semesters.*

"17, 18. **History and Development of English Drama from 1642 to the Present.** A continuation of English 15, 16, including the beginning of the Opera, the Restoration, and Eighteenth Century Drama, the closet drama of the nineteenth century, and the dramatic revival of the nineties under the influence of Ibsen. Elective. Prerequisites, English 13, 14; 15, 16. *Two hours, first and second semesters.*

"21. **Shakespeare.** Intensive study of selected major plays. The aim of the course is to familarize the student with the materials essential to specialized Shakespearean study, to train him in method of investigating historical drama, and to acquaint him with the art and the insight of the master dramatist. Elective. Prerequisite, English 13, 14. *Three hours, first semester.*

"24. **Milton.** A systematic survey of the Puritan Period, with detailed study of Milton's works. His poetry and selected portions of his prose are read and discussed. Considerable attention is devoted to the poet's style, his philosophy of life, his relation to his age, and his influence. Elective. Prerequisite, English 13, 14. *Three hours, second semester.*

"25, 26. **Victorian Poetry.** A detailed study of representative poetry of the Brownings, Tennyson, Arnold, and Swinburne, with a view to determining the message and the influence of each, together with the spirit of the age. Elective. Prerequisite, English 13, 14. *Two hours, first and second semesters.*

"27, 28. **The Romantic Poets.** A systematic investigation of Romanticism. The eighteenth-century background and the Romantic Pioneers, followed by an intensive study of Wordsworth, Coleridge, Scott, Byron, Shelley, and Keats. Detailed study of the view of life of these poets as illustrated in representative poems, together with library assignments and class lectures. Elective. Prerequisite, English 13, 14. *Two hours, first and second semesters.*

"29. **Introduction to World Literature.** A study of the masterpieces of Greek, Hebraic, early Christian, medieval, and pre-modern literature which have made the most significant contributions to the age-long process by which the individual has been lifted out of the pattern and allowed to achieve personality. Special attention will be given to the religious artistry of such world writers as Homer, Æschylus, Jeremiah, St. John, Augustine, Dante, Shakespeare, and Milton. Elective. Open only to Juniors, Seniors, and Graduates. *Two hours, first semester.*

"30. **Spiritual Values in Modern Poetry.** This course seeks to make a religious evaluation of the poetry of the great emancipators, Blake, Burns, Wordsworth, Byron, Shelley, Keats, Tennyson, Browning, and Arnold. It also traces the spiritual influences of these men upon contemporary verse as represented by such modern masters as Francis Thompson, John Masefield, James Stephens, Edgar Lee Masters, and Robert Frost. Elective. Open only to Juniors, Seniors, and Graduates. *Two hours, second semester.*

"41. **Styles of Speaking.** Practical study of the psychological sources of the various styles of speech-presentation and of the advantages and disadvantages of each. Brief speeches by members of the class. Criticism by class and instructor. *Two hours, first semester.*

"42. **Advanced Public Speaking.** Theoretical study of the descriptive, the narrative and the expository speech. Intensive and practical study of the argumentative speech, including analysis of effective evidence, arrangement and massing of argument, and the psychology of persuasion. Speeches by members of the class. Criticism by members of the class and instructor. *Two hours, second semester.*

XIV MODERN LANGUAGES

"1, 2. **Elementary French.** This course comprises grammar, composition and oral drill. Special emphasis is laid upon idioms and pronunciation. Reading and translation of simple prose and poetry. Open to students entering without French. *Three hours, first and second semesters.*

"3, 4. **Second Year French.** Review of elementary grammar; advanced grammar; composition, dictation, conversation. Reading of prose, poetry and plays. Open to those who have completed one year of college French or its equivalent. *Three hours, first and second semesters.*

"5, 6. **Advanced French Reading Course.** The aim of this course is to acquaint the student with the most important authors, and some of the masterpieces of French literature from the sixteenth century to the present day. It will include reading and discussion in the class, and collateral reading. Conducted mostly in French. Open to those who have completed two years of college French or its equivalent. *Three hours, first and second semesters.*

"11, 12. **Conversational Italian.** The acquisition of language forms through conversation. Easy composition, drills, and collateral grammar. The course is designed for English-speaking students who are preparing to do social service work among the Italian people. *Three hours, first and second semesters.*

"13, 14. **Second Year Italian.** Continues Courses 11 and 12. *Three hours, first and second semesters.*

OTHER COURSES

"Students are asked to consult the catalogue of the College of Liberal Arts for additional courses in German, French, Italian, and Spanish. When demand for such courses exists, classes will be organized in conversational Lithuanian, Modern Greek, Syrian, Polish, Russian, Portuguese, and other languages.

XV SECRETARIAL COURSES

"Students wishing courses in shorthand, typewriting or secretarial duties should consult the catalogue of the College of Practical Arts and Letters.

XVI TRAVEL STUDY COURSES

"1. **Biblical History and Geography.** Sailing from New York in June of each year, the class will visit Athens, Constantinople, Crete, Beirut, Baalbek, Damascus, Sea of Galilee, Capernaum, Bethshan, Nazareth, Plain of Esdraelon, Mt. Gilboa, Haifa, Jaffa, Jerusalem and vicinity, the Jordan Valley, Bethlehem, Cairo and vicinity, Alexandria and Naples, arriving home the latter part of August. Lectures, readings, the investigation of special subjects, examinations. *Four semester hours' credit.*

"2. **Religious Art.** Sailing from New York the latter part of June, the class will visit Italy, Germany, France, Belgium, Holland, and England. The subjects pursued will be Early Christian Art as found at Rome, the development of the Christian house of worship from basilica to cathedral, the Byzantine art of Ravenna and Venice, and the messages of the masters of painting from Giotto to the present. Interpretation in the presence of the object. Lectures, readings, the investigation of special subjects, examinations. *Four semester hours' credit.*

"3. **Beacon Lights of Religious Education.** This course combines a study of the great characters who have built our modern democratic, political and educational institutions, with a travel program associated with their lives. Sailing in June, the party will visit Edinburgh, Gloucester, Rugby, Oxford, Bedford, Cambridge, London, Amsterdam, Cologne, Frankfort, Worms, Eisenach, Weimar, Wittenberg, Halle, Nuremburg, Augsburg, Munich, Zurich, Yverdon, Lucerne, Interlaken, Milan, Turin, Torre Pellice, Geneva, Paris, and the battlefields. Among the personages studied are John Knox, Ridley, Latimer, Erasmus, Raikes, Dr. Arnold, Whitefield, Bunyan, Milton, the Wesleys, George Fox, John Robinson, Luther, Spinoza, Arminius, Melancthon, Huss, Zwingli, Pestalozzi, Calvin, Rousseau, Voltaire, the Huguenots, Abelard, Sturm, Descartes, Grotius, Francke. *Four semester hours' credit.*"

CHAPTER XVIII

The Faculty, the Library, and the Laboratories

I THE FACULTY

A dean may draw a blue-print for an educational institution of a new and unique design; the realization of the ideal, the turning of the architect's plans into a completed temple of education, will depend upon his ability to command the services of a faculty of creative artists who can breathe the breath of life into the academic pattern. This school owes its success to the men and women who have comprised its faculty.

What is he? And what can he do? These two questions indicate the two types of qualities which a dean seeks in a prospective faculty member. Character, scholarship, and basic life interests indicate the answer to the first question. The second question is answered by the replies to four other questions; viz., Can he *teach?* Can he *create?* Can he *inspire?* Can he *coöperate?* Coöperative creativity in a new academic task has been the distinguishing characteristic of the faculty of this school during the decade. Each member of the faculty has met high personal and professional standards.

In a new educational field, new courses of study must be prepared, new textbooks written, new laboratory manuals formulated, new teaching technique created and standardized. In all these fields the faculty of this school has made notable contributions. The publications of the faculty during the ten years, in number and quality, are highly complimentary to the school. Other contributions growing out of the experience of the decade will follow in the near future.

After a dean has created his standards, he has two methods of recruiting his faculty. He may *find* them, or he may *grow* them. Both methods have been used by this school. Acknowledged authorities in their fields, with the approved personal and professional qualifications, have been assembled from other institutions and from other occupations. Boston has furnished unusual advantages to this school in the large number of scholars, identified with the numerous educational and cultural agencies of the city, who have been available for full-time or part-time employment.

Another method of recruiting our faculty has been that of selecting young men and women of character and scholarly interest, with recognized native ability in a new field of teaching, and making it possible for them to develop into the sort of professors needed for the new field of service and the new type of college. On the faculty of this school now are men and women destined to become the foremost authorities in new professional fields, whose professional careers have been made possible by this method of building a faculty. The interplay of the two methods of building a faculty preserves the best of present-day achievements and guarantees a constructive and creative leadership to the future.

The present faculty is especially well trained for the work it has in hand. Of the thirty-seven names on the present faculty, only two do not have standard baccalaureate degrees; both of these instructors are on the part-time list. Of these two instructors, both have completed high-grade professional schools, beyond which one has had two years of graduate training and the other has had three years of graduate training. Of the thirty-five members having standard baccalaureate degrees, two have had no graduate training; six have had one year of graduate work; eight have had two years of graduate work; eight have had three years of graduate work; six have had four years of graduate work; four have had five years of graduate work; and one has had six years of graduate work. All are growing, progressive members of an academic group, and all

are adding each year to their cultural and professional ability and skill.

The contribution of the faculty of this school to the literature of religious education is indicated by the following titles of books, pamphlets, and magazine articles. This is an incomplete but representative catalogue of the publications of the faculty of this school.

ATHEARN, CLARENCE ROYALTY, *Interchurch Government* (The Century Co., New York, 1925).
————, *Religious Education of Alexander Campbell* (Christian Board of Publication, St. Louis, 1928).
————, "Ten Reasons for Federation," *Boston University Bulletin*, XVII, No. 26.
————, *Seeing Boston in Seven Days* (Robert M. McBride & Company, New York, 1926).
ATHEARN, WALTER SCOTT, *A History of Keokuk County* (Keokuk County News, Sigourney, Iowa, 1897).
————, *The English Sentence* (Midland Schools Publishing Company, Des Moines, Iowa, 1905).
————, *The Church School* (The Pilgrim Press, Boston, 1914).
————, *The City Institute for Religious Teachers* (University of Chicago Press, Chicago, 1915).
————, *The Organization and Administration of the Church School* (The Pilgrim Press, Boston, 1917).
————, *Religious Education and American Democracy* (The Pilgrim Press, Boston, 1917).
————, *The Malden Leaflets* (3 vols.) (The Pilgrim Press, Boston, 1917).
————, "Religious Education — The Nation's Light," in *World Survey*, American Volume, 200–240 (Interchurch World Movement, New York, 1920).
————, *A National System of Education* (Doubleday, Doran & Company, Garden City, New York, 1920).
————, *An Introduction to the Study of the Mind* (Westminster Press, Philadelphia, 1921).
————, *The Religious Education of Protestants in an American Commonwealth* (Doubleday, Doran & Company, Garden City, New York, 1923).
————, *Measurements and Standards in Religious Education* (Doubleday, Doran & Company, Garden City, New York, 1924).
————, *Religious Education Survey Schedules* (Doubleday, Doran & Company, Garden City, New York, 1924).
————, General Editor, *The Master Library* (10 vols.) (The Foundation Press, Cleveland, Ohio, 1924).

ATHEARN, WALTER SCOTT, *Character Building in a Democracy* (The Macmillan Company, New York, 1924).

————, Editorials on educational problems and numerous articles on public school education, in *Midland Schools*, a monthly journal edited by W. S. Athearn, at Des Moines, Iowa (1902–1907).

————, "The Responsibility of the School toward the Family," *Religious Education*, June, 1910.

————, "Religion as a Liberal Culture Subject," *Religious Education*, April, 1912.

————, "Leadership through the Organization," *Religious Education*, June, 1912.

————, "Standardizing the Church School," *Biblical World*, May, 1913.

————, "Music and Art in the Bible School," *Drake University Record*, August, 1913.

————, "Religion in the Curriculum," *Religious Education*, December, 1913.

————, "Teacher Training Standards," *Religious Education*, December, 1914.

————, "Training Religious Leaders," *Religious Education*, April, 1915.

————, "The City Sunday School Institute," *Religious Education*, August, 1915.

————, "Religious Education in American Colleges," *Religious Education*, October, 1915.

————, "The Religious Education of a Democracy," *Proceedings of the Illinois State Teacher's Association*, December, 1915, pp. 61–63.

————, "Contributions of Psychology and Pedagogy to the Work of the Sunday School," in McFarland and Winchester, *Encyclopedia of Sunday Schools and Religious Education* (1915).

————, "Bulletins of Des Moines (Iowa) Sunday School Institute," 1911–1915.

————, "Religious Exercises in Public Schools," *Religious Education*, April, 1916.

————, "Teachers for Week-Day Religious Schools," *Religious Education*, June, 1916.

————, "Fundamental Principles in the Malden Plan," *Religious Education*, August, 1917.

————, "The Place of the Church College in a System of Religious Education for the American People," *Christian Standard*, August 25, 1917.

————, "The Social Project Method," *Pilgrim Magazine*, October and November, 1917, and January and February, 1918.

————, "Community Organization," *Religious Education*, February, 1918, pp. 18–22.

ATHEARN, WALTER SCOTT, "Organized to Defeat Democracy," *Christian Standard*, September 28, 1918.

————, "The Organization of Religious Education within the Community," *Religious Education*, October, 1918.

————, "Democracy in Religious Education," *Christian Standard*, December 14, 1918.

————, "The Educational Policy of the International Sunday School Association," Educational Bulletin No. 1, 1918, International Sunday School Association, Chicago.

————, "Making Democracy Safe for the World," Educational Bulletin No. 2, 1918, International Sunday School Association, Chicago.

————, "The Organization of Religious Education within the Community," Educational Bulletin No. 4, 1918, International Sunday School Association, Chicago.

————, "An Annotated Bibliography of Texts and Reference Books for Community Training Schools," with M. A. Honline. Educational Bulletin No. 6, 1918, International Sunday School Association, Chicago.

————, "Suggestions to Directors of Community Training Schools of Religious Education," Educational Bulletin No. 7, 1918, International Sunday School Association, Chicago.

————, "International Standards for Community Training Schools of Religious Education," Educational Bulletin No. 8, 1918, International Sunday School Association, Chicago.

————, "Types of Control in Religious Education," *Christian Standard*, January 11, 1919.

————, "Sex Segregation in Religious Education," *Graded Sunday School Magazine*, 1919.

————, "Religious Education and Democracy," Educational Bulletin No. 1, 1919, International Sunday School Association, Chicago.

————, "The History, Progress and Present Status of the Survey of Religious Education by the American Religious Education Survey Department of the Interchurch World Movement," August 20, 1920.

————, "Talking Points for Religious Education," *Religious Education*, February, 1920.

————, "The Protestant Church and the Public Schools," *Congressional Record*, May 11, 12, 13, 18, 20, 1921.

————, "What Is Research in Religious Education?" *Religious Education*, December, 1921.

————, "The Organization of Protestant Christian Education in the United States," *Religious Education*, February, 1922.

————, "The Malden Plan," *Religious Education*, February, 1922.

ATHEARN, WALTER SCOTT, "Training of Specialized Staff Leadership," *Proceedings* of the Council of Cities of the Methodist Episcopal Church, Buffalo, N. Y., February 22–24, 1922 (Department of City Work of the Board of Home Missions and Church Extension of the Methodist Episcopal Church, 1701 Arch St., Philadelphia).

————, "The Outlook for Christian Education," *Boston University Bulletin*, August 10, 1922.

————, "Protestantism and Democracy," *Addresses and Proceedings*, National Educational Association of the United States, 1922, pp. 517–521.

————, "The Indiana Survey of Religious Education — Summary and Recommendations" (Committee on Social and Religious Surveys, New York, 1922).

————, "The Devil's Month in America," *Church School*, IV (1923), 488.

————, "Bulletins of Malden Council of Religious Education," 1916–1923.

————, "Boston University and the Training of Lay Leadership for the Church," *Boston University Bulletin*, April 1, 1924.

————, "A Centenary Educational Project for the New England Area," *Boston University Bulletin*, April, 1924.

————, "Crime Prevention," *Industry*, February, 1925.

————, "Standardizing Religious Education as a Profession" (brochure issued by Boston University, School of Religious Education and Social Service, 1925).

————, "The Indiana Survey," *Religious Education*, February, 1926, pp. 113–121.

————, "Protestantism's Contribution to Character Building in a Democracy," *Boston University Bulletin*, December 4, 1926.

————, "The Preparation of Teachers for Character Education," *Proceedings* of the Second Biennial Conference of the World Federation of Education Associations, August, 1927).

————, "Correlation of the Educational Programs of the Church and State," *Religious Education*, September, 1927.

————, "The History of Boston University School of Religious Education and Social Service," *Boston University Bulletin*, June, 1928.

————, Catalogues and Bulletins of Boston University School of Religious Education and Social Service, 1918–1928.

BAILEY, ALBERT EDWARD, *Art Studies in the Life of Christ* (The Pilgrim Press, Boston, 1917).

————, *Gospel in Art* (The Pilgrim Press, Boston, 1916).

————, and KENT, CHARLES F., *History of the Hebrew Commonwealth* (Charles Scribner's Sons, New York, 1920).

————, *On Nazareth Hill* (The Pilgrim Press, Boston, 1915).

————, *Use of Art in Religious Education* (The Abingdon Press, New York, 1922).

BATES, ESTHER WILLARD, *America the Beautiful* (pageant for law enforcement) (Central Committee on United Study of Foreign Missions).
————, *Art of Producing Pageants* (Walter H. Baker Company, Boston, 1925).
————, *Christofore Columbo* (an Italian-American play) (Women's Educational Association, Boston).
————, *Daniel Boone* (a motion picture scenario) (Yale University Press, New Haven, Chronicles of America Corp.; handled by Pathé company).
————, *Garafelia's Husband* (Harvard Dramatic Club plays) (Brentano's, New York).
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II THE LIBRARY

The library facilities of this school have not kept pace with the growth of the student body. The following inventory will tell the story of the present library facilities:

Books:	*Vols.*		*Value*
In Library, June, 1919	1,200	(estimated)	$2,000.00
Purchased, 1919–20	675		965.90
1920–21	541		1,101.00
1921–22	240		457.13
1922–23	277		579.84
1923–24	432		724.90
1924–25	561		1,100.28
1925.26	537		1,419.38
1926–27	395		1,337.92
1927–28	3,225		1,223.16
Gifts	3,225	(estimated)	5,150.00
Totals	8,654		$16,059.51
Losses and discards	300		700.00
Net total	8,354		$15,359.51

Housing of Books:		
In Main Library	7,554	
In Fox Hall Library	200	
In storage	600	
	8,354	
Pamphlets	2,000	$750.00
Periodicals bound volumes	150	600.00
Periodicals unbound volumes	200	600.00
Pictures (all types of prints)	2,500	450.00
Maps	75	75.00
Blue-Prints	25	
Slides	225	200.00
Octavo Music		400.00
Victrola Records	74	100.00
Posters	80	50.00
Total value		$18,584.51

Equipment:

Inventory of Library Equipment

6 large library tables
2 small library tables
94 chairs
1 library desk
1 card-catalogue case, 32 drawers
2 filing cabinets, legal size
2 filing cabinets, letter size
1 magazine rack
1 picture display rack
2 dictionary and encyclopedia cases
Pencil sharpeners
9 framed pictures
1 desk chair
3 small desks
1 typewriter desk
1 typewriter
1 book truck
1 lantern-slide case
1 card-catalogue case, 24 drawers
1 horizontal file, 8 drawers
1 horizontal file, 11 drawers
2 large picture files
1 small bookcase with doors
Rubber matting
Waste-baskets
Library of Congress cards
Shelving

The estimated cost of this equipment is $5944.94.

Library Space:

Library space	2,100 square feet
Librarian's office and work room	294 square feet
Service desk, etc.	126 square feet
Reading tables and chairs	1,747 square feet
Shelving	1,036 running feet
Number of students who can be seated at one time,	98

200 books are in Fox Hall, where a room of 513 sq. ft. with 50 running feet of shelving is used for library purposes.

All librarians agree that eight books for each running foot, which is the estimated shelving capacity, is not practicable, and that it is not wise for a library to be filled beyond four fifths of its capacity. At this rate, the shelving in the library in the Claflin Building would care for only 6,632 of the 8,354 volumes now owned by the school, with no space for the thousands of pamphlets and periodicals. The 600 volumes that are in storage are there just because there is no available shelving space for them. With new volumes coming in each year, it is evident that more space must be found to house the expanding library.

Mention should be made of the working arrangement with the Congregational Library, which adds to our facilities and relieves the pressure on the school library. The librarian of this library reports 6,553 student visits during the academic year 1927-1928, with 3,755 books from that library circulated among the students of this school.

For a school of this type, there should be one library seat for every four pupils, with the library open evenings as well as during the school day. At this rate, the present seating capacity of the library should be increased from ninety-eight to 150.

There should be twenty square feet of library space for each pupil, exclusive of stacks and shelving along the walls. When shelving is along the walls, three feet additional space should be allowed for the use of books in these shelves. It so happens that one side of the library is the main passageway from the class-rooms to the women's rest room and lockers. This re-

quires extra space and creates confusion, which is very annoying to persons using the library for study purposes. Making deductions for passageways and for the use of shelves along the library walls, the 2,200 square feet of library space would be reduced by at least one third, thus reducing the square feet per pupil from the normal twenty square feet per student to fourteen square feet.

Another serious need is for rooms for research students and for debaters and others who are doing group work. Above all else, there is a pressing demand for such changes in the library arrangements as will provide an atmosphere of quiet for reading and study.

The library attendants are very efficient, but overworked. The standard personnel is one full-time librarian for each ten faculty members, counting faculty members at the rate of one to each twelve students. At this rate, there should be four full-time librarians in this school, besides cataloguers. The actual personnel is one librarian, one full-time assistant, and four student assistants, three working nine hours a week and one working five hours a week.

III LABORATORIES, CLINICS, AND SUPERVISED PRACTICE WORK

The very genius of this school made necessary the development of social and educational laboratories and the creation of a system of supervision in order that the theories of the class-room might be exemplified in the laboratory. A clear distinction is made between practical work which is carried on merely for the purpose of illustrating a class-room lecture, and practical work which is designed to develop the pupil into a skilled practitioner. Distinction is also made between a practice school where students gain skill, and a demonstration school in which the entire process is controlled in the interest of certain educational tests, or of experiments which are being carried out, not by apprentices, but by highly skilled operators.

Just as a medical college must have its clinic and its laboratories, just as an agricultural college must have its experimental station and its model farm, so this school must have a system of social and educational laboratories. The development and administration of such a system of laboratories and demonstration centers has been a major interest of the faculty of this school from the beginning. Working rules have been developed and a system of academic credit has been formulated. Laboratory manuals are in process of construction, and the technique of supervision is being standardized.

The following is a brief outline of the laboratory opportunities now available for students of this school:

1. LABORATORIES FOR CHURCH ADMINISTRATION

Ministers, evangelists, deaconesses, and pastors' assistants have opportunity to see and participate in the actual work of a parish under the direct guidance of experienced leaders. All practice courses are under careful supervision and accompanied by suitable informational and theory courses. "The House by the Side of the Road," a memorial to the poet, Sam Walter Foss; Malden Center Methodist Episcopal Church; Newtonville Methodist Episcopal Church; Norwood Congregational Church; Newton Center Congregational Church; First Baptist Church; First Presbyterian Church; the Church of All Nations; and other typical churches in Boston are available for supervised practice work.

2. LABORATORIES FOR INSTITUTIONAL WORK

Students preparing for institutional work have their theory courses supplemented by directed observation of the various types of institutions found in a great cosmopolitan city. This school is located in the midst of college settlements, missions, industrial schools, dispensaries, day nurseries, clubs for boys and girls and young people, and many other forms of modern philanthropy.

3. LABORATORIES FOR HOME MISSIONARY PROBLEMS

Regular assignments for laboratory work are required in most of the courses offered.

Metropolitan Boston offers a large variety of opportunities for laboratory work in the field of social inquiry. Beside the polyglot population, there are many established institutions where the student can become a part of the working program.

Morgan Memorial, one of the largest and one of the most successful institutional churches in the world, the Fred H. Seavey Settlement, and other institutions maintained by city missionary and church extension societies for work among non-English speaking peoples are available to students for use as laboratory clinics. Additional laboratory facilities are provided by the institutional work of the Hull Street Medical Mission, the Italian Settlement, and similar institutions. The courts, hospitals, prisons, and reformatories of Boston are used as parts of our great laboratory.

Students are not left to work out laboratory assignments in a haphazard manner. Definite assignments are made to various institutions, and regularly organized courses of observation and information interpret these institutions and their problems and methods to the student.

4. LABORATORY AND APPRENTICESHIP SCHOOLS

Boston University School of Religious Education and Social Service maintains two types of training schools: first, laboratory schools where conditions are largely controlled for purposes of scientific experimentation; second, apprenticeship schools, in which pupils who have had practice in demonstration schools under expert guidance may have practice under normal conditions.

The university demonstration schools and other centers under university supervision are operated as centers for the technical training of religious teachers.

In the autumn of 1916, the dean of this school organized the Malden Council of Religious Education at Malden, Massachusetts, as the controlling local agency under which there could be developed a city system of religious education which would integrate and coördinate the educational work of the churches in the city. For seven years the dean of this school acted without salary as the city superintendent of religious education, and since that time he has had a very close advisory relation to the work of the council. The first annual announcement of this council outlined six major tasks for this new community agency, as follows:

I. The development of a city system of religious education, including:
   A. A city board of religious education, analogous to the board of education of the public schools.
   B. A city superintendent of religious education.
   C. A city training school for leaders, including observation and practice teaching.
   D. Common educational standards for the guidance of the church schools in the city.
   E. A system of week-day religious schools. This step involves:
      1. An adequate supply of trained lay teachers.
      2. A curriculum suited to the needs of the various grades and related to the program of Sunday instruction.
      3. An enlightened public sentiment which will insure the necessary moral and financial support, and prevent misunderstandings and partisan controversies.

II. The unification of all child welfare agencies of the city in the interests of the largest efficiency.

III. The supervision of a complete religious census of the city, with special reference to the religious needs of children and young people.

IV. The direction of educational, industrial, and social surveys for the purpose of securing the facts upon which a constructive community program can be based.

V. The study of the recreational and social conditions of the city, the training of local leaders, and the building of a scientific, well-balanced program of work, study, and play for the children of the city.

VI. The creation of a community consciousness on matters of moral and religious education.

Three booklets were issued setting forth the theories of community coöperation represented by the program of the Malden Council of Religious Education. The titles are:

Religious Education and American Democracy
The Correlation of Church Schools and Public Schools
A Community System of Religious Education

The work of this council is further described in the following references:

"Fundamental Principles in the Malden Plan," *Religious Education*, August, 1917.

"Community Organization," *Religious Education*, February, 1918.

"The Malden Plan," *Religious Education*, February, 1922.

The Eighth Annual Announcement of the Malden Council of Religious Education sets forth the following coördinated agencies and activities:

The Malden School of Religious Education
The Malden Grade Schools of Religion (Week-Day)
The Malden High Schools of Religion (Week-Day)
The Malden Children's Week
Professional Conferences for Religious Workers
Community Music, Pageantry, and Art
Community Conferences on Moral and Religious Topics

Church Attendance Campaigns
Church School Attendance Campaigns
Malden Young People's Council

The Malden Community School of Religious Education, which developed from the experiences of the Des Moines Sunday School Institute[1] became the model for a nation-wide development of community training agencies for religious teachers. The Malden Council of Religious Education originated the name if not the present structure of a system of city, State, and international councils of religious education. The Malden Council of Religious Education is in its thirteenth year. For seven years it was subsidized by the School of Religious Education. These subsidies were gradually withdrawn and the community assumed the full control of its coöperative program of religious education. With reduced resources, it decreased the scope of its offerings, but the organization is still active. With the growth of this community organization and the development of its various programs, this school found a laboratory for research and creative experimentation of a superior and unusual type. Upon its official withdrawal from the administration of the Malden program, the university retained an advisory relationship which provides excellent opportunities for valuable coöperation between the community and the university.

The University Demonstration Schools are now operated in Melrose. An elementary week-day school and a secondary week-day school are maintained. In these schools there is a staff of regular teachers employed by the university. Critic teachers and supervisors give direction to the practice teachers who are assigned regularly to the various grades of these schools, from the first-grade to the close of the high school, for their practice work. In addition to the University Demonstration Schools in Melrose, this school maintains an affiliation

[1] See "The City Sunday School Institute," *Religious Education*, August, 1915.

with the Boston Nursery Training School, in which practice work is available for students preparing for preschool work. This arrangement enables us to provide for actual practice opportunities for intending teachers with children from two years of age to the close of the high school. The School of Religious Education and Social Service maintains in Melrose a community director of religious education, under whose direction the week-day religious schools, the vacation church schools, and a training-school for church school teachers are developing. A unique feature now being developed is in the coöperation of of the week-day religious school teachers with the teachers in the local church schools in the development of curricula which will unify the work of the week-day and Sunday religious schools.

In these schools, controlled by the university, there are being developed new curricula, new methods, and the like which will in time constitute a distinct contribution to the field of religious education. The new curricula material is subjected to the approved standardized tests; the children are followed from grade to grade, and the correlation of conduct and curricula is scientifically measured. It will take many years to develop methods and teaching conduct in this thoroughgoing way, but when the work is completed it will be of far-reaching influence.

The principles and technique of clinic and laboratory work in this school are set forth in some detail in "Training of Specialized Staff Leadership," in *Proceedings of the Council of Cities of the Methodist Episcopal Church*, Buffalo, New York, February 22–24, 1922, published by the Department of City Work of the Board of Home Missions and Church Extension of the Methodist Episcopal Church, 1701 Arch Street, Philadelphia (also published as *Boston University Bulletin*, July 20, 1921).

CHAPTER XIX

Recruiting, Inspiring, and Placing Professional Leadership for Christian Vocations

I SCHOOL SPIRIT

In his message of welcome to the student body at the opening of the tenth year in the history of this school, the dean said:

"The immortality of an educational institution depends upon its ability to share its life with succeeding generations of young men and young women. With each new registration period there comes to the faculty a sobering sense of responsibility mingled with joyful anticipation of the years of comradeship ahead.

"To all students, new and old, who enter with us into our tenth school year, I extend most hearty welcome. We open to you not only our class-rooms, libraries, and lecture halls, but also our hearts. When you go out from this school again, you will take with you a part of our very lives, and we will miss you when you go because of what you take from us. You are to be our message to the world. For a few brief years we live and grow together. Ours are to be *shared* lives — shared with each other and with God. You will renew our youth and we add to your wisdom.

"As you come to us we offer up fervent prayers to our Heavenly Father that our lives may be sincere, true, and holy — fit company for aspiring youth seeking guidance into an abundant life.

"The flavor of our academic and personal comradeship, persuasive, indefinable, but everywhere determining attitudes and conduct, comes to be called 'school spirit' here at S. R. E. It is not the 'rah-rah' of the student contest, or the pomp and color of academic procession. It is not something which you catch, or which catches you. It is something which you *become* — which you *are* at your very best. It is the Christian way of life lived normally by student and faculty as they seek to prepare for efficient Christian service. Into this spiritual fellowship we welcome all seekers after knowledge, truth, and the larger life."

School spirit is the manifestation of enthusiasm and loyalty, not to an institution, but to a way of life and to a field of service.

By what technique does an institution create this spirit and send its graduates out to live and die for its ideals? The answer to this question is found in the curricula, the faculty, and the staff of administration.

The new student finds the whole school organized on the assumption that the Christian life is to be lived daily by everybody — that is just taken for granted. In class-room, office, elevator, everywhere there is a spirit of Christian courtesy. The whole life of the student is so planned that Christian attitudes, ideals, and habits should arise out of life together in a selected academic community whose objective is to develop Christian lives and train these lives for dynamic and creative Christian leadership. In so far as there is a technique in the creation of student spirit, it may be found in the following agencies and organizations:

A. Chapel

On Tuesdays and Thursdays, devotional services are held for the whole school, at 11:30 A.M. Special services are held in Old South Meeting House on Thanksgiving, and at other historic shrines on appropriate occasions. These services are planned with great care.

B. Motto

"And I, if I be lifted up from the earth, will draw all men unto myself." *John* xii. 32. This verse has been selected as a school motto.

C. Symbol

The focal point of the symbol is the lamp at the center. The lamp stands for illumination. It is a symbol of truth and a symbol of teaching. Observe that the flame of the lamp goes quite around the central circle of the cross, which is a prophecy that the truth will some day encircle the world. The lamp reminds us also that the central function of our school is to further the religious teaching of the church.

The circle of the world is at the center of the four arms of the cross — as if the object of the cross were to embrace the world, a reminder of the Great Commission that Christ gave his disciples.

CHART XVI. SCHOOL SYMBOL

The cross is everywhere and always the emblem of Jesus.

In the four quadrants of the cross are the Greek words φῶς τοῦ κόσμου, which mean "The light of the world." It is a translation of both the cross and the lamp.

These emblems are enclosed in a four-lobed area. Such a figure for many centuries has stood for the four gospels in which the life of Christ is set forth and his light made manifest. The whole is enclosed in a circle which symbolizes the perfection of God, and also the perfection of human life when man's nature shall be transformed into the image of the Son of Man, and when the border between the human and the divine shall be transcended. The symbol therefore presents the goal of Christianity and its teaching function.

This symbol is interpreted to new students by student groups. It is on the school flag, class rings, book-plates in the library, etc. It serves as a constant reminder of the personalistic philosophy and the Christian theism upon which this school has been built. (During the tenth year this symbol was ordered removed from this school, in all of its forms, by the president and the Executive Committee of the university.)

D. SPECIAL DAYS

Four special days are now traditional in the life of this school. They are as follows: (1) *Consecration Sunday*. On the second Sunday of each academic year the faculty and students of this school observe the Holy Communion together. On this occasion the school as an institution confesses its faith in Christ.

Students are urged to attach themselves to some church in Greater Boston for the academic year and to seek every proper opportunity to cultivate their spiritual natures while they are training their intellects and acquiring the technique of successful practice. (2) *President's Day.* On the morning of this special day, a special convocation is held at which the president of the university is the principal speaker. It is the purpose of this occasion to visualize to the student body the unity of this school with the life of a great metropolitan university. On the evening of this day, the president of the university and his wife are guests of honor at a formal reception given by the dean, the faculty, and the students of this school. (3) *Senior Class Day.* This is the Spring Convocation. On this occasion the senior class of the year first appears in academic costume. On the evening of this day occurs the annual school banquet. It is within the facts to say that student enthusiasm reaches its height on this occasion. (4) *Recognition Day Convocation.* This is the final convocation of the academic year. At the close of this service the members of the graduation classes dedicate their lives to holy Christian service in a beautiful and solemn ceremony.

These four special occasions recognize first, the Holy Communion; second, the university; third, the scholarly ideals cherished by the school; and fourth, the dedication of prepared lives to Christian service.

E. Student Senate

The students share in the government of the school by means of a Student Assembly. The officers of the Student Assembly are the Student Senate. A constitution defines the function of the assembly and fixes the duties of the officers of the Student Senate. Within the assembly and under the direction of the senate are the Men's and Women's Councils. In recent years selected members of the senate, the student body and the faculty hold "retreats" at the opening of the academic

year and in mid-winter for the purpose of prayer and conference regarding the best methods of realizing in the lives of the students and the faculty the personal and institutional ideals for which this school stands. Special committees foster the religious, social, and recreational life of the student body.

F. Student Clubs

This school does not maintain fraternities or sororities or other social clubs. The group life of the school is organized around fields of service, or subjects of academic or religious interest. For example, students majoring in elementary education maintain the *Elementary Education Club*, which holds periodical meetings during the academic year for social and professional objectives. These methods do much toward creating professional ideals in the minds of club members. This club maintains a club magazine which circulates among members within the student body and those who are at work in the field. In this way professional contracts are maintained with all former students, and the club and its journal foster professional growth of members both within and beyond the present student body. The *Paidophiloi* is the name of a similar club whose major vocational interest is in secondary education. The *Fine Arts Society* is an organization of students who are specializing in fine arts in religion. This club holds three special demonstration institutes annually at which its members exhibit material of value especially for Thanksgiving, Christmas, and Easter services. Much original material is produced by this club. Members who are employed in the churches of Greater Boston and the music leaders and the music committees of the churches of Greater Boston are participating members of this club.

Another unique service of the Department of Fine Arts in Religion is the University Coöperative Choirs. This is an association of church choirs in Greater Boston which are directed by students or former students of this school. Through

this organization the Department of Fine Arts has general direction of the work of many church choirs and its students have expert supervision of their choir work. The coöperating choirs have inspiration and technical direction. This is just one of the many services which this school is rendering each year to the churches of Greater Boston.

Nearly half of the plays produced by the members of the Fine Arts Society have been accepted by publishers and are obtainable in printed form. Some of these have sold into the thousands of copies and have been reproduced all over the country and in some foreign countries. Plays have been translated into Mexican, Japanese, Chinese, Italian, Hindustani, and Korean. Last Christmas, the Federated Women's Clubs of Chicago broadcast *The Christmas Cradle*, and more than sixty Greater Boston churches used programs produced by the students or faculty of this school.

The club publishes bulletin material which is of great practical and professional value to its members. Among its recent bulletins are the following titles:

"Symbolism of Color," Nov. 24, 1924.
"Christmas Plays and Pageants; a Bibliography," Nov. 24, 1924.
"Making and Renting Costumes and Materials," Jan. 23, 1925.
"Music of the City, a Worship Service," Jan. 23, 1925.
"Bibliography on Worship," Feb. 6, 1925.
"Easter Plays; a Bibliography," Feb. 28, 1925.
"List of Pictures of the Crucifixion Suitable for Study on Good Friday," Feb. 28, 1925.
"Ministry of Music in the Service of Worship," April 1, 1925.
"Lenten and Passion Week Anthems," April 1, 1925.
"Dyeing," May 25, 1925.
"Bible Plays for Church and Parish House," May 25, 1925.
"Directory of Religious Pictures," May 30, 1925.
"Thanksgiving Plays; a Bibliography," Oct. 31, 1925.
"Christmas Plays; a Bibliography," Oct. 31, 1925.
"Costume Bibliography," Dec. 17, 1925.
"'Thou Art Coming, O My Saviour!'" Dec. 17, 1925.
"'Hosanna! Consummatum est! Alleluia!'" March 15, 1925.
"List of Easter Plays," March 15, 1926.
"Children's Day Material; a Bibliography," May 17, 1926.
"Bibliographies of Pictures, Plays and Music," Dec., 1926.
"'Easter and the Forty Days,'" March, 1927.

"Thanksgiving and Christmas Plays and Pageants," Nov., 1927.
"Outline of a Series of Lectures on the Development of Christian Art," December, 1927.
"List of Missionary Plays," Feb., 1928.
"Easter Plays," March, 1928.
"Stage Lighting," April, 1928.
"Stage Backgrounds," May, 1928.
"Plays Suitable for Camp and Summer Conferences," June, 1928.

In like manner students interested in foreign missions, home missions, educational administration, or religious journalism may create special student groups for social and professional purposes.

G. Dormitory Life

The women in Fox Hall and Temple Hall have their own house committees and very delightful social, recreational, and devotional programs become regular features of the home life of these halls. In Forbes-Conant Hall, the house organization is called "The Hermits." A unique feature of this organization is the annual initiation of new members into the mysteries of "The Hermits." The beautiful and impressive ritual of initiation used on these occasions was prepared by Professor Earl Marlatt, who has been the head resident of this hall for several years.

H. Graduate Students' Club

The threefold purpose of this club is to promote fellowship among the graduate students, to assist them in research work in their chosen fields, and to foster a professional spirit among its members.

I. Student Publications

To Phos, the annual chronicle of school activities, is edited by a staff elected by the Student Assembly. *The Handbook* is published annually by the Student Senate for the information of the student body.

II A FELLOWSHIP OF SERVICE

Chart VII shows the steady and consistent growth in the annual enrolment of this school from 105 in 1918–1919 to 607 in 1927–1928. During the past decade, 2,191 different students have registered in this school. This number does not include 1,300 theological students who have pursued courses in this

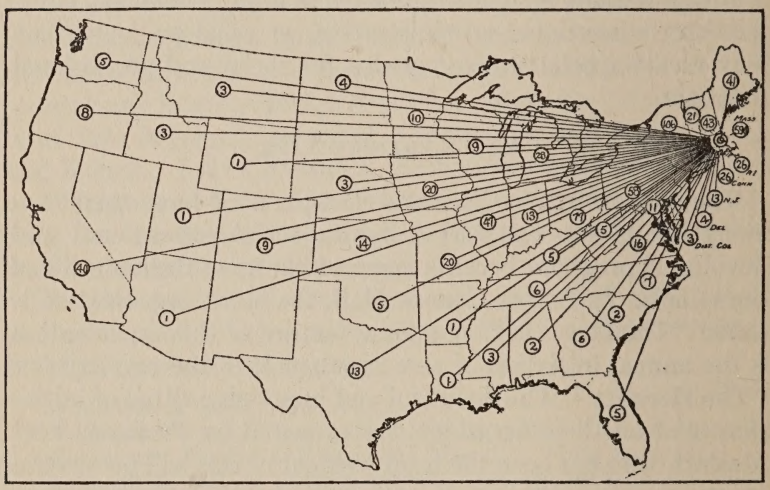

CHART XVII

GEOGRAPHICAL DISTRIBUTION OF STUDENTS—UNITED STATES

school. In all, approximately 3,500 different students of college and graduate classifications have pursued regular courses in this school during the first ten years of its history. Not counting the theological students who have gone from courses in this school into the pulpits of the nation, this school has sent out into professional and voluntary Christian service 1,637 different persons. These students have found their way into forty-five States of the Union, the District of Columbia, and eighteen foreign countries. Nevada, New Mexico, and South Dakota are the only States in which students trained in this

school are not employed. These students have come from forty-five States in the Union, the District of Columbia, and twenty-three foreign countries. Arizona, Nevada, and Tennessee are the only States from which students have not been received. The geographical distribution of students is shown in Tables 75 and 76 and Charts XVII and XVIII. The following parallel columns show a record of steady growth:

First year	105 students		7 graduates
Second year	208		28
Third year	310		49
Fourth year	311		47
Fifth year	369		76
Sixth year	425		83
Seventh year	474		92
Eighth year	505		102
Ninth year	560		97
Tenth year	607		120

The vocational distribution shows a wide range in types of service, as the following classification will indicate:

Professors, administrators, and instructors in colleges, seminaries, training-schools	95
Directors of religious education in local churches	90
Week-day religious education	32
Superintendents of interdenominational Sunday-school councils of religious education — State, county, and city	29
Superintendents of denominational councils of religious education including field workers	41
Ministry	140
Foreign missionary service	140
Public school work	66
Americanization and social service	62
Business	51
Y. M. C. A. and Y. W. C. A. work	31
Library positions	6
Literary and editorial work	16
General church work	51
Music, pageantry, and fine arts in local churches	9
In theological seminaries and professional and graduate schools	82
Voluntary leaders of religious education	149
Positions not specified	394
Addresses unknown	153
Deceased	17
Total	1,654

TABLE 76

GEOGRAPHICAL DISTRIBUTION OF FORMER STUDENTS OF BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE AT CLOSE OF FIRST DECADE OF ITS HISTORY

IN THE UNITED STATES

Name of State	*Entered from*	*Now located in*	*Name of State*	*Entered from*	*Now located in*
Alabama	8	2	Nebraska	17	3
Arizona	0	1	Nevada	0	0
Arkansas	1	1	New Hampshire	58	43
California	31	40	New Jersey	13	13
Colorado	15	9	New Mexico	2	0
Connecticut	25	26	New York	104	106
Delaware	1	4	North Carolina	6	7
District of Columbia	7	3	North Dakota	3	4
Florida	5	5	Ohio	84	77
Georgia	4	6	Oklahoma	8	5
Idaho	2	3	Oregon	15	8
Illinois	27	47	Pennsylvania	86	58
Indiana	25	13	Rhode Island	23	26
Iowa	36	20	South Carolina	7	2
Kansas	32	14	South Dakota	7	0
Kentucky	3	5	Tennessee	0	6
Louisiana	4	1	Texas	16	13
Maine	56	41	Utah	0	1
Maryland	18	11	Vermont	24	21
Massachusetts	648	590	Virginia	13	16
Michigan	25	28	West Virginia	12	5
Minnesota	10	10	Washington	16	5
Mississippi	1	3	Wisconsin	14	9
Missouri	36	20	Wyoming	1	1
Montana	4	3	*Total*		1,335

IN FOREIGN COUNTRIES

Africa	2	12	Mexico	0	2
Alaska	0	1	New Zealand	3	1
Argentina	1	1	Norway	1	0
Brazil	1	0	Peru	0	2
Canada	34	13	Philippine Islands	1	6
Chile	21	2	Portugal	4	0
China	21	50	Russia	4	0
Cilicia	1	0	Singapore	1	0
Denmark	1	0	Sweden	1	1
England	3	2	Syria	1	0
Hawaii	0	2	West Indies	1	0
India	4	25	*Total*		149
Italy	1	1	*In U.S.A.*		1,335
Japan	10	20	*Deceased*		17
Korea	3	5	*Addresses unknown*		153
Latvia	1	0			
Malaysia	0	3	*GRAND TOTAL*		1,654

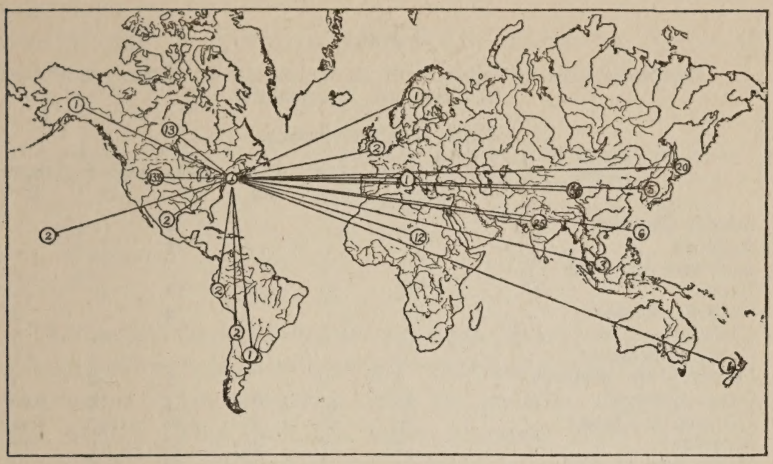

CHART XVIII

GEOGRAPHICAL DISTRIBUTION OF STUDENTS—THE WORLD

TABLE 77

GEOGRAPHICAL DISTRIBUTION OF STUDENTS BY YEARS

Geographical Area	*1918*	*1919*	*1920*	*1921*	*1922*	*1923*	*1924*	*1925*	*1926*	*1927*
	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928
New England States . .	66	132	189	190	209	243	246	263	303	328
Middle Atlantic States .	12	21	46	45	54	58	79	86	90	103
Southern States . . .	2	12	17	15	23	28	37	41	39	103
Western States . . .	3	10	12	10	13	19	21	21	15	15
Central States	14	19	33	33	39	57	60	73	99	102
Foreign Countries . .	8	14	13	18	31	20	31	21	14	20
Totals	105	208	340	311	369	425	474	505	560	607

The literature of this school has carried the following statement: "*This is a Christian school with an interdenominational spirit and program.*" Table 76 shows the interdenominational sources of the students in this school. One of the distinct advantages of this school has been the interdenominational and cosmopolitan character of its student body. Added to this fact is the coeducational make-up of the student body, the wide

TABLE 78

DENOMINATIONAL DISTRIBUTION OF STUDENTS BY YEARS FROM 1922 TO 1928, INCLUSIVE

Thirty-six Denominations

	1922–23	*1923–24*	*1924–25*	*1925–26*	*1926–27*	*1927–28*
Advent Christian	..	..	..	2	..	..
Anglican	..	..	..	1	..	..
Armenian Apostolic	..	1	..	..	..	..
Baptist	28	33	37	52	46	56
Catholic, Roman	..	..	1	4	..	1
Christian	..	..	..	..	10	3
Christian Science	..	..	2	..	1	1
Church of the Brethren	4	2	2	1	2	3
Congregational	35	44	61	55	74	100
Disciples of Christ	9	16	22	20	20	21
Episcopal	8	11	10	18	17	15
Evangelical	4	6	5	5	6	10
Friends	2	2	1	..	..	1
Greek Evangelical	..	1	..	..	..	..
Greek Orthodox	..	2	..	..	..	..
Gregorian	1	..	..	..	..	..
Jewish	2	1	1	..	3	6
Latter Day Saints	..	..	..	..	1	1
Lithuanian, Protestant	1	2	5	..	..	..
Lutheran	1	1	..	4	8	8
Methodist, Canadian	..	..	1	1	..	..
Methodist, Episcopal	194	220	230	253	291	285
Methodist Episcopal, South	2	2	2	1	4	2
Methodist Protestant	..	1	1	1	1	..
Mohammedan	..	..	..	..	..	1
Nazarene	..	..	..	..	1	..
Presbyterian	17	19	29	40	43	56
Reformed	..	1	..	3	1	7
Reformed Church in U. S.	..	..	4	..	3	3
Seventh Day Baptist	..	..	..	..	2	1
Swedenborgian	..	..	..	..	2	2
Union	..	..	..	..	..	1
Unitarian	1	1	3	..	2	6
United Church of Canada	..	..	..	2	4	4
United Presbyterian	..	..	..	2	..	..
Universalist	1	3	6	11	13	7
Not Specified	..	..	2	..	5	5

range of vocational interests of the students, and the age range of students with the corresponding wide span of academic offerings, including four years of undergraduate work and five years of graduate work. Attention should be called to the

general age of freshman students as shown by Table 79 below:

TABLE 79

AGES OF FRESHMEN AND CONDITIONED FRESHMEN ENTERING BOSTON UNIVERSITY SCHOOL OF RELIGIOUS EDUCATION AND SOCIAL SERVICE

	1919–20	*1923–24*	*1927–28*
q^1	19	18	18
Median	22	21	21
q^3	24	23	23

This means that the mature students whose preparation for college had been delayed have been decreased and that a larger proportion of the freshman class are entering directly from high school. This fact has made necessary the securing of dormitories for both men and women in order that proper supervision might be given the less mature students.

During his years of residence in this school, the student acquires certain general culture and specific disciplines; he also develops certain habits, attitudes, and ideals. He goes out to his life work with professional outlook and standards; he sees himself as a member of a worth-while calling, and he assumes a professional attitude toward this work. While engaged in his work, "Occasional Papers" from the dean's office bring him educational news, bibliographies, and digests which serve to keep him abreast of the times. General bulletins, brochures, and special publications from the vocational clubs stimulate professional growth and keep alive the high ideals formed in college; and finally the "Home Coming Institute" inaugurated at the commencement season in 1928 brings the "old grad" back at periodic intervals for conference with his professors and with his schoolmates. The ideal of the school is: Once a student, always a student.

The Kappa Chapter of the University Alumni Association consists of graduates of this school holding the degrees of B.R.E., B.S.Sc., M.R.E., M.S.Sc., M.A., and D.R.E. Kappa Clubs are being formed in this country and abroad to foster fellowship and professional ideals and skills.

By the methods suggested in this chapter, this school is consciously engaged in the task of creating a fellowship of professionally minded leaders in the field of religious education and social service. This is not a fellowship for promoting Boston University School of Religious Education and Social Service as an institution, but rather a fellowship for the promotion of the professional ideals championed by this and other training institutions. The fostering of the professional spirit means the creating of devoted and sacrificial service for a great cause.

III ADVERTISING AND PROMOTION

For a decade, a single guiding principle has determined the advertising and promotion conducted by this school. This principle is embodied in the dean's oft-quoted statements: "We are not building a school here, we are promoting a movement." "Loyalty to this school is not loyalty to an institution, it is loyalty to a cause." "We think of ourselves as a training center in which leaders are being prepared for a great campaign on far-flung battle lines. It is not what happens here in school that concerns us, it is what our pupils do in the field of service which determines our right to exist."

It was felt that the promotional literature of this school should keep in the foreground the claims of religious education and social service as fields for voluntary and professional endeavor, and that the peculiar advantages offered by this particular school should be kept in the background. It has been the desire of this school that every piece of promotional literature which it issued should be a distinct asset to all schools offering courses in the fields of service represented by this school, and to all agencies seeking to standardize and popularize these types of service.

Deans of schools of commerce, law, medicine, theology, education, and technology do not need to be greatly concerned with the interpretation of the fields of service for which they prepare their students or for the demand for their graduates.

These are all old and well-established professions. Deans of schools in these vocational fields need only to set forth the advantages in their particular schools for superior preparation in well-established professions. But religious education is not a well-established profession; it is not, as yet, granted the academic recognition which it deserves. It needs an interpreter, a defender, an advocate. It is the privilege of schools of religious education to plead the cause of religious education as a new and very greatly needed profession in such a manner as to attract to this new field the most brilliant minds and the most worthy characters which the country affords. The major promotional task of a dean of a school of this kind is to persuade young men and women to enter the profession of religious education as a life work. This task being done, it is relatively immaterial where they go to secure their professional preparation.

The conviction set forth in the foregoing paragraphs will explain why the major portion of the meager advertising budgets of this school have been devoted to general promotion of religious education as a noble and greatly needed profession. The annual announcements and catalogues were issued under the title "Collegiate and Professional Training for Christian Leadership." Beside carrying the information usually found in college catalogues, these annual publications served as advocates of a field of service. They sought to interpret a movement and to plead a cause as well as to present data regarding an educational institution. The entire annual announcement was made to breathe the spirit of a new and challenging field of service. The correspondence with prospective students sought to carry the impression that we did not care particularly where they went to college, but we were very anxious for them to enlist at once in this new crusade and to prepare themselves for distinguished leadership in a new profession. Circular letters to ministers and to prospective students have carried inclosures on various aspects of general and religious education. For example, more than 100,000 circulars of information issued in behalf of the creation of a Department of Education in the

national government have been inclosed in letters going out from the office of this school. Some idea of the propaganda which this school has conducted in behalf of religious education may be formed from a listing of the literature which has been distributed, mostly gratis, from the annual advertising allowances [1] in the budgets of this school.

BROCHURES

ATHEARN, W. S., "Standardizing Religious Education as a New Profession," pp. 14, circulation 20,000.

WOOLEVER, H. E., "Congress Battles with Nation's Future Involved," circulation 30,000.

ATHEARN, W. S., "Crime Prevention," pp. 32, circulation 25,000. Reprinted in magazines, circulation 2,100,000.

ROCKEFELLER, JOHN D., JR., "Character, the Foundation of Successful Business," pp. 16, circulation 5,000.

FOSTER, O. D., American Association on Religion in State Universities and Colleges, pp. 4, circulation 2,000.

SILCOX, C. E., "The Function of the Survey," pp. 4, circulation 2,000.

ATHEARN, W. S., "Sex-Segregation in Religious Education," pp. 20, circulation, 4,000.

————————, "A New Profession," pp. 4, circulation 8,000.

BULLETINS

ATHEARN, W. S., "Training of Specialized Staff Leadership" (1921), pp. 24, circulation 5,000. Reprinted in *Proceedings* of the Council of Cities of the Methodist Episcopal Church, Buffalo, Feb. 22–24, 1921.

BRIGHTMAN, EDGAR S., "Religious Values and Recent Philosophy" (1921), pp. 16, circlation 10,000.

SHELDON, HENRY C., "The Psychology of Religion Interrogated" (1922), pp. 16, circulation 5,000.

ATHEARN, W. S., "The Outlook for Chrlstian Education" (1922), pp. 14, circulation 12,000.

HANSON, W. L., "Supervision of Religious Education through Objective Tests and Measurements" (1924), pp. 14, circulation 8,000.

BRIGHTMAN, EDGAR S., "The Contribution of Philosophy to the Theory of Religious Education" (1924), pp. 16, circulation 5,000.

ATHEARN, W. S., "The Summary and Findings of the Indiana Survey" (1924), pp. 32 (3), circulation 8,000.

[1] Never exceeding $2,000 per annum.

ATHEARN, W, S., "Boston University and the Training of Lay Leadership for the Church" (1924), pp. 8, circulation 7,000.

————, "A Centenary Educational Project for the New England Area" (1924), pp. 8, circulation 3,000.

PARK, J. E., "The Faith of the Pilgrim Fathers" (1925), pp. 14, circulation 4,000.

BAILEY, ALBERT E., "The Way of the Cross" (1925), pp. 4, circulation 6,000.

MUNKRES, ALBERTA, "A Selected Bibliography for Elementary Workers in Religious Education" (1925), pp. 24, circulation 7,000.

MARLATT, EARL, "What Is a Person?" (1925), pp. 24, circulation 5,000.

BENTLEY, J. E., "The Mechanistic and Personalistic Psychological Contributions to the Field of Religious Education" (1925), pp. 30, circulation 4,000.

ATHEARN, W. S., "Protestantism's Contribution to Character Building in a Democracy" (1926), pp. 14, circulation 10,000. Reprinted in magazine, circulation 2,500,000.

MAYER, HERBERT C., "A Program for Community Young People's Councils of Religious Education" (1928), pp. 20, circulation 4,000.

ATHEARN, W. S., "The Correlation of the Educational Programs of Church and State" (1928), pp. 8, reprint, circulation 5,000.

ATHEARN, CLARENCE R., "Ten Reasons for Federation" (1928), pp. 32, circulation 5,000.

WRIGHT, ALFRED J., "Attitudes of the Ministry toward the Director of Religious Education" (1928), pp. 20, circulation 4,000.

BOOKS

Standards for City Church Plants, pp. 75, circulation gratis, 2,000; for nominal price, 6,000.

ATHEARN, W. S., *Character Building in a Democracy*, pp. 163, circulation gratis 1,000.

COMMUNITY SURVEYS

The Department of Social Science in connection with its laboratory courses has conducted the following surveys:

Boston: South End Survey
Boston: West End Survey
Charlestown: Community Survey
East Cambridge: Community Survey
General Boston Church Survey
Malden Community Survey

IV THE BUREAU OF APPOINTMENTS

Summary of Part-Time Church Positions Held by Students, 1927–1928

Superintendents, teachers, department heads in Sunday-school	57
Group specialists in the local church (children's workers, boys' and girls' club workers, young people's workers)	37
Directors of religious education	19
Organists, choir directors, soloists	17
Pastors and assistant pastors	14
Faculty assistants	13
Settlement or mission workers	9
Pastor's assistants and general church workers	9
Instructors in community schools of religious education, teacher-training groups, special lecture series	6
Church secretaries	6
Teachers in week-day schools of religion	4
Y. W. C. A. or Y. M. C. A. workers	2
Total (reporting)	193

The combined earnings of the above positions, $65,365, divided according to the following wage groups, are:

Number students earning $100 or less	35
$100–250	89
250–500	30
500–750	10
750–1,000	16
1,000–1,500	6
1,500–2,500	7
Total	193

The above figures omit many occasional calls for pulpit supply, speakers, and music leaders for special seasonal services.

Summary of Part-Time Secular Positions Held by Students, 1927–1928

Restaurant or club positions (waiters, waitresses, seating captains, etc.)	54
Office (clerical, general, stenographic, bookkeeping, desk clerk)	46
Home service, mothers' helpers, companions	46
Store clerks	17
Janitors	10
Librarians	9
Miscellaneous (telephone operators, store hostesses, nurses, editorial writers, seamstresses, solicitors)	26
Total (reporting)	208

The combined earnings of the above, $55,961, according to the following earning groups, are:

Number students earning $100 or less	20
$100–250	85
250–500	95
500–750	4
750–1,000	3
1,000–1,500	1
Total	208

The Bureau of Appointments makes no special effort to secure summer positions for the students, but when calls are received, it endeavors to fill them. For the most part the students scatter over the country for their summer's work. The following record represents, therefore, simply the few positions which cleared through the bureau for the summer, and does not in any way aim to be a complete record of the work done by the students during this time.

Summer Positions in or Near Boston, 1928

Vacation church schools, directors and teachers	22
Home service, mothers' helpers, or companions	8
Camp	6
Waitress or waiter	5
Children's work	4
Special religious educational work	4
Store clerks	3
Office	2
Music	1
Preaching	1
Total	56
Combined earnings	$6,060

Summary Statement Covering Part-Time Employment for 1927–1928

Number church part-time positions	193	Earnings	$65,365
Number secular part-time positions	208		55,961
Number summer part-time positions	56		6,060
Total number positions held	456	*Grand total earnings*	$127,386

Total number students engaged in part-time work was 359, many students carrying two part-time positions or more. Sixty per cent of the entire student body during the academic year were engaged in some part-time remunerative employment.

The foregoing figures show the service of the Bureau of Appointments to resident students working their way through school, for the academic year 1927-1928 and the summer of 1928. They are based on actual records, and are therefore minimum figures. It has been found practically impossible to keep a complete, up-to-date record of the work of the bureau, inasmuch as students often retain year after year positions which they originally obtained through the bureau; or they secure positions through contacts which the bureau has indirectly made, and then fail to report.

In an earlier section of this report, a plea was made for permanent funds for scholarships and student loans. The health of the student body, the academic status of the students, and the conserving of large numbers of peculiarly gifted men and women for religious work are major reasons for again urging the trustees to make such funds available to the students of this school.

Beside assisting students in securing remunerative positions, it is the duty of the Bureau of Appointments to coöperate with other school officials in inspecting places of employment, and supervising in a general way the relations of students with their employers. The withdrawal of funds from the school budget has prevented the careful supervision of the work of students employed in churches and institutions as contemplated in the plans of this school. It is earnestly hoped that increased resources may enable this important service to be restored at an early date.

Full-Time Positions, 1927 Placements, Classified According to Types of Positions

Directors of religious education in the local church	32
Directors and teachers of week-day schools of religion	13
Pastor's assistants, general church workers	10
Social service workers (Travelers Aid, Children's Aid, settlement house directors, general welfare work)	10
Professors of religious education in colleges and training-schools	6
Foreign missionaries (educational and evangelistic)	6
Secretaries in churches and schools	6
Specialists in the local church:	
Children's work 4	
Young people's work 1	5

Executives of State and city councils of religious education	5
Field directors of religious education (city, rural, district)	5
Special workers on denominational boards:	
Educational director . . 2	
Editor 1	
Field representative . . 1	4
Y. M. C. A. and Y. W. C. A. workers	4
Public school teachers	3
Librarians	2
Pastors	2
Executives of county Sunday-school associations	2
Denominational student workers	2
Minister of music in local church	1
Director of pagentry in local church	1
Home missionary evangelist	1
Dean of women	1
Total	121

Geographical Distribution of Full-Time Positions

Massachusetts	21	Minnesota	2
Ohio	16	North Dakota	1
New York	12	West Virginia	1
Illinois	8	Georgia	1
Pennsylvania	8	Oregon	1
Michigan	6	North Carolina	1
Connecticut	5	Indiana	1
Maine	4	Delaware	1
Iowa	4	Virginia	1
Missouri	3	Nebraska	1
California	3	Mississippi	1
New Hampshire	3	Foreign:—	
Kansas	3	India . . 3	
Tennessee	3	Korea . . 1	
Rhode Island	2	P. I. . . 1	
New Jersey	2	China . . 1	6

Classified as to Denomination (Where Denominational in Character)

Methodist	30	Universalist	1
Congregational	13	Evang. Lutheran	1
Presbyterian	9	Quaker	1
Baptist	3	Brethren	1
Christian	3	Episcopal	1

During the period from March, 1927, to March, 1928, the Bureau of Appointments received a total of 282 requests from church boards, institutions, and communities for graduates of this school. The foregoing detailed report shows 121 placements made during this period. Of the ninety-six degree stu-

dents of the classes of 1927 (55, B.R.E.; 3, B.S.Sc.; 10, M.R.E.; 28, A.M. in Religious Education), twenty-one returned for further graduate work. Hence the service of the bureau was equivalent to placing all the graduates and replacing several

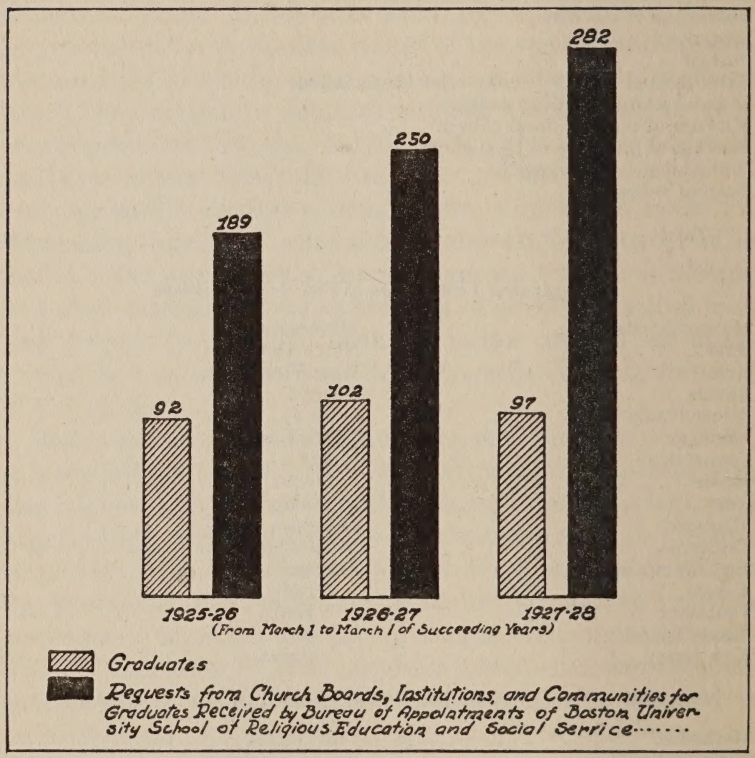

CHART XIX

THE SUPPLY AND DEMAND FOR TRAINED CHRISTIAN WORKERS

former graduates in the field, who for promotional or other reasons desired a change. (See Chart XIX.)

Following is a brief statement of the range of salaries for graduates of this school: women graduates receive from $1,500 to $3,000; men, from $2,000 to $3,500 and over. In a few instances, inexperienced church workers accept less than the

lower figures in each case, but the figures given here are practically minimum figures.

That part of the service of the Bureau of Appointments which deals with the placement of the graduates of this school in full-time professional positions and the replacement of former students who for any reason may desire relocation is regarded by the administration of this school as a highly technical, professional service. It is administered in very close coöperation with the Department of Vocational Guidance.

This bureau costs approximately $7,000 a year for its operation; it places more than $127,000 annually in the hands of students who are working their way through college; it places graduates in first-year positions paying them more than $250,000; it provides supervision and vocational guidance of untold value to large numbers of students and graduates; and it directs pastors, church committees, and other employment officers into wise and progressive methods of securing professional leadership.

V VOCATIONAL GUIDANCE

This school trains vocational counselors. It also maintains a department of vocational guidance for the benefit of the students preparing for their life work in this school. Entering students are required to report to this department for such personal and mental examinations as may be necessary and for the establishing of a basis of friendly coöperation between students and department officials.

From time to time through the student's period of training, he is brought face to face with qualities, tendencies, habits, and attitudes which must be developed, corrected, or modified before he can be worthy of leadership in the field of service for which he is preparing. Job analyses are made of the various types of work which our students undertake, and students are aided in creating the personal qualities necessary for successful practice with as much care as they are directed in the acquisi-

tion of knowledge and skill in the specific duties attached to the specialized tasks for which students are trained here.

This department follows the students to the field and advises them from time to time about the personal problems attached to their positions. If a student fails to meet reasonable expectations in his position, he is not recommended for replacement by this school until our department of vocational guidance has been satisfied that the new position is suited to the student, or that the student has corrected the defects responsible for his failure in a former position. This personal, follow-up system means very much to the personal development and professional efficiency of the output of this school.

VI THE PHYSICAL HEALTH OF STUDENTS

Successful practice of any profession demands good health. Physical examinations by our school physicians reveal physical defects which students are required to correct during their course in training. Students are expected to learn how to keep themselves physically fit for hard and exacting work when they go out to their fields of service.

This school does not look with favor on intercollegiate, competitive athletics. Without exception, every student from this school who has entered university athletics during the last decade has done so to his own disadvantage, and the measure of institutional fame that has resulted from this type of university athletic service has been purchased at a price too high to be justified when seen against the student's years of vocational service.[2] One great need of this school is for facilities for normal recreation and relaxation which would aid our students in keeping themselves in condition for the highest type of educational work, and make it possible for them to acquire while in school those health-habits which may be continued when they enter upon their life work. We need remedial, clinical, and normal recreational facilities. The university health and

[2] The university athletic field is located nearly fifteen miles from this school.

recreation program proposed as the justification of the recently imposed health fee is of practically no value to the students of this school.

The health service proposed is superficial, impersonal, and impracticable as an instrument of health education. The recreational and athletic programs proposed render no service to the physical tone of our student body, or to their capacity of keeping habitually fit for their professional duties through life. It is the wish of this school that the funds realized from the new athletic and health fee may be invested in facilities which will contribute to the health education and the daily physical tone of our student body.

Under unusually competent leadership we have demonstrated the soundness of the theories advocated by this school in the health and recreation of our women students. On these same lines, the work with women should be extended among women students, and instituted on a thoroughgoing basis among the men of the school. We need recreation grounds, gymnasia, play-rooms adjacent to dormitories and class-rooms where they may be used daily by all students.

The health of the students while they are in school and the health of those same students during their future lives of service is the purpose of the health and recreational programs proposed by the administrative leadership of this school. To achieve our objectives we are asking for increased resources.

The administrative plan for the health program of women students in this school is as follows:

A. PREREGISTRATION EXAMINATION. The examination given before registration includes (1) a physical examination by the home physician and (2) data concerning the student's recent, past, and present physical and mental health, as adjudged by the home physician. Regulation blanks for this examination are sent to applicants with the registration credentials. A summary of the physical estimate of each student is kept on file in the registrar's office and duplicates are sent to the Placement Bureau, dormitory hostess, Physical Education Department,

medical office, adviser of women, and student's faculty adviser. These data, therefore, serve as a guide for appointment service and advice which the faculty is expected to give in the early days of school before more personal contact can be made with the student.

B. Post-Registration Health Conference. After registration, a health conference takes place. It includes (1) examination of

(*a*) students whose preregistration health reports suggest need for restricted programs;
(*b*) students referred by faculty advisers for help in adjustment to academic responsibilities;
(*c*) students registering for courses in physical education and sports; and
(*d*) candidates for degrees.

This examination is given each year in the second semester for the purpose of providing the Appointment Bureau with a health rating for each graduating student and to give each senior the advantage of a final personal health conference. It also includes (2) supervision of the health of students whose school program necessitates restriction; and (3) instruction and advice concerning health measures and aid in arranging for special medical care if indicated.

C. Medical Care. The responsibility for the cost of all treatment of illness is assumed by the students individually. The school has, however, arranged with its physicians for professional service to students for a moderate fee. The Massachusetts Homeopathic Hospital, the Massachusetts General Hospital, and Boston Dispensary Out-Patient Department Clinics are available for all students for nominal fees.

Each of the dormitories provides an infirmary, and a resident nurse is responsible for the immediate care of illness in the house. This service is under the supervision of the school physicians.

In significant cases a summary of the results of the conference and recommendations are sent to the registrar's office. Record

of the students receiving attention of the medical staff is sent to the dean's office each month during the school year.

D. Hygiene and Physical Education. The course in hygiene and physical education includes (1) a practical course for students in good health (see Chapter XVII, Courses XI, 1, 2, and 9); (2) a practical course for students whose health requires restricted activities or individual instruction in body mechanics and health practices (see Chapter XVII, Courses XI, 1, 2); (3) an advanced course in gymnastics for students whose later teachings may include instruction in elementary physical education and hygiene; (4) a course for training of leadership in recreational activities and supervision of playgrounds (see Chapter XVII, Courses XI, 5, 6); (5) a course giving instruction and practice in directing sports, and training in first aid measures; and (6) an extensive sports program, including individual sports training, group and team competition, and opportunity for informal recreation for everyone. These sports activities (6) are organized and directed by the Athletic Committee of the Woman's Council working in coöperation with the Department of Physical Education.

This school maintains a constructive health program which requires that each student present a thorough health examination before he or she is accepted for registration in the school. According to the results of these examinations, students will be advised regarding the character and amount of class work which they may undertake. Extra-curriculum duties, remunerative employment, and other school activities must be limited to the student's capacity to carry the approved school program without endangering physical or mental health.

Students who are unable to present their health examinations at the regular registration period are granted a provisional registration certificate entitling them to the privilege of the school until such time as the health examinations shall have been completed.

Subsequent to the registration period, each entering student is expected to arrange for a health conference with the school

physicians. It is the purpose of this conference to help students to maintain the highest possible health standards.

As examinations are returned to the registrar's office, a summary is recorded in an alphabetized book. Copies of the summary are sent to:

1. The Employment Bureau
2. The Medical Office
3. The Adviser (Student's Faculty)
4. The Physical Education Department
5. The Adviser of Women
6. The Dormitory Hostess

This preliminary summary is supplemented by a statement from the medical office after the student has had the routine physical examination by the school physicians.

VII CORRELATION AND COÖPERATION

There has been developed here an administrative organization by which all aspects of the life of this school may be coördinated through interlocking committees and the centralization of executive offices. The dean, registrar, advisers to men and women, school physicians, and heads of Bureau of Vocational Guidance and Bureau of Appointments are all closely unified in plans, and ideals, and each is kept aware of the student's whole situation by means of a close communication with all of the other heads of departments.

From the time a prospective student receives his first letter from the office of this school until he retires from service because of old age, this school seeks to be a friendly and helpful agency in developing and stimulating those qualities of mind and heart and body which will bring the highest professional efficiency and spiritual power to those who are called into Christian service.

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